

ePIE Course Report - 5 Column
Mt. San Antonio College
Continuing Education - WASC Accreditation

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
<p>Student Learning Goals - Student Learning Goal 1. Effective communicators who: acquire reading and listening skills; speak and write to be understood; work productively as part of a team; use technology to express ideas.</p>	<p>Adult Basic Education - BS ABE02 - Adult Basic Education - GED Essay - Students will write a 5-paragraph GED essay.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p> <p>Staffing Resources Required: Full-time non-credit faculty</p>	<p>Assessment Method: The student responses will be graded by two instructors based on the rubric. The rubric measures response to the prompt, organization, development and details, conventions of Edited American English, and word choice.</p> <p>Criterion: 75% of writing students will be able to obtain an overall scored of 3 or better on an essay.</p>	<p>07/18/2011 - 10% of GED students scored a 3 or better on the GED essay with more than half of the students scoring 1.5.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>07/18/2011 - The rubric used to evaluate student essays needs to be assessed. There may be some inconsistencies in grading the essays. Instructors will meet during the Fall semester to discuss standards of grading and make necessary changes to the rubric.</p>
	<p>Adult Basic Education - BS LRN01 - Short Term Review - Essay Writing - English students will effectively compose an essay based on the California State Standards.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p>	<p>Assessment Method: English instructors will grade an essay from all students using a rubric based in the California State writing standards.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 80% os students will earn a pass on a faculty created rubric for writing an essay.</p>	<p>08/18/2009 - a. 54% of writing samples of English 2 and English 3 pass the high school rubric for writing strategies. The average score being 77%. 46% of students score a rating of "strong" or "effective" on each section.</p> <p>b. 62% of writing samples of English 2 and English 3 pass the high school rubric for writing applications. The average score being 83%. 54% of students score a rating of "strong" or "effective" on each section.</p> <p>c. 54% of writing samples of English 2 and English 3 pass the high school rubric for writing conventions. The average score being 81%. 46% of students score a rating of "strong" or "effective" on each section.</p> <p>Summary of Data Type: Criterion Not Met</p>	<p>08/25/2009 - Based on the results instructors will give students a writing checklist along with the rubric so that the students can better interpret the strategic and conventional expectations of the paper and be able to implement them.</p> <p>The instructor also recommends adding a writing conventions section to the syllabus.</p>

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			<p>Summary of Data Status: Closed</p> <p>notes: Based on the results instructors will give students a writing checklist along with the rubric so that the students can better interpret the strategic and conventional expectations of the paper and be able to implement them.</p> <p>The instructor also recommends adding a writing conventions section to the syllabus.</p>	
	<p>Adult Basic Education - BS LRN06 - Personal Computer Applications - Microsoft Word - Students will demonstrate skills in WORD that will benefit personal, career, and college advancement.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: computers, software updates and computer manuals, books</p> <p>Staffing Resources Required: nonteaching faculty hours, full-time faculty</p>	<p>Assessment Method: Student samples will be collected by faculty and lab staff.</p> <p>Criterion: (a) 90% of Personal Computer Applications students will be able to score at least a "2" out of "3" overall on test #1 according to the rubric. Students have up to 3 attempts to complete this task.</p>	<p>05/20/2010 - Nine students (of 14) successfully produced a business letter that met all of the criteria on the rubric on the first attempt.</p> <p>Five students struggled predominately with typos and mechanics (margins, spacing, and formatting).</p> <p>Those five students satisfied all of the criteria on the second attempt.</p> <p>Students who have attended classes have done better than those who haven't.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>06/30/2010 - Although students met all the criteria, the largest area for improvement was related to typos and mechanics (margins, spacing, and formatting).</p> <p>Students will meet with instructor before first test to discuss what is expected.</p>
		<p>Assessment Method: Students will complete a business letter and be assessed for content,</p>	<p>07/18/2011 - 44% of students earned a pass on the business letter skills demonstration.</p>	<p>07/18/2011 - Instructors will periodically examine rubrics used to grade WORD document and</p>

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		<p>accuracy, and quality on a faculty created rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 70% of students will earn a pass on a faculty created rubric within three (3) attempts.</p>	<p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>determine areas of growth for the students. Instructors will adjust future teaching to address these areas.</p>
	<p>Adult Basic Education - BSHS ENG3 - High School English 3 - HS English Writing - Students will effectively construct an essay with all necessary components based on the California State Standards.</p>	<p>Assessment Method: 11/1/2007 High School English instructors will grade on essay from all students in English 3 and 4 using a rubric based in the California State writing standards. The scoring will be holistic with a minimum of 3 instructors scoring each essay.</p> <p>Criterion: a. 80% of writing samples at the end of English 3 and English 4 will pass the high school rubric for writing strategies. Students will score a rating of "strong" or "effective" on each section. b. 80% of writing samples at the end of English 3 and English 4 will pass the high school rubric for writing applications. Students will score a rating of "strong" or "effective" on each section. c. 80% of writing samples at the end of English 3 and English 4 will pass the high school rubric for writing conventions. Students will score a rating of "strong" or "effective" on each section.</p>	<p>06/07/2007 - a. 78% of writing samples of English 3 and English 4 pass the high school rubric for writing strategies. The average score being 76%. 45% of students score a rating of "strong" or "effective" on each section. b. 72% of writing samples of English 3 and English 4 pass the high school rubric for writing applications. The average score being 73%. 33% of students score a rating of "strong" or "effective" on each section. c. 63% of writing samples of English 3 and English 4 pass the high school rubric for writing conventions. The average score being 69%. 30% of students score a rating of "strong" or "effective" on each section.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>03/04/2008 - Teachers are examining ways to help students pass the high school rubric for writing at 80% per section and score a rating of "strong" or "effective" on each section.</p> <p>03/04/2008 - English 3 and 4 syllabi have been changed to eliminate longer assignments and decrease overall student hours.</p>
		<p>Assessment Method: Students will complete assignment #22 by writing a Reflective Essay.</p> <p>Criterion: 80% of students will score at least</p>	<p>06/16/2010 - -55% of the writing samples of English 3A pass the high school rubric for writing characteristics, Focus and Construction. For those passing the average score was 92%. The</p>	<p>06/16/2010 - Based on the results: 1. The curriculum should be changed so that the graphic organizer and rough draft be worth some points towards grade. 2. A graphic organizer and rough</p>

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		<p>80% on each section (writing characteristics, writing application, writing strategy, and writing conventions) of the faculty created rubric.</p>	<p>average score for all samples was 79%. 65% received strong or effective on each section of Focus and Construction. -40% of the writing samples of English 3A pass the high school rubric for writing application and strategy, Organization and Word Choice. For those passing the average score was 93%. The average score for all samples was 78.6%. 50% received strong or effective on each section of Organization and Word Choice. -40% of the writing samples of English 3A pass the high school rubric for writing conventions, Construction of Language. For those passing the average score was 88.5%. The average score for all samples was 70%. 45% received strong or effective on each section of Construction of Language.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>draft must be reviewed by instructor/tutor prior to allowing student to continue with essay. 3. Check with student for complete understanding, organization, and formatting of the essay 4. Suggest adding a few writing conventions as well as grammar assignments to the curriculum. 5. Make the rubric student friendly. 6. Change the SLO to read 70% of students will score at least 75% in each section.</p>
	<p>Adult Basic Education - BSHS ENG3 - High School English 3 - Persuasive Essay - Students will write a persuasive essay.</p>	<p>Assessment Method: Students will complete assignment #22 by writing a Persuasive essay</p> <p>Criterion: 80% of students will score at least an 80% in each category (claim, evidence for and against, solution, tone and voice)of the faculty created rubric.</p>	<p>06/16/2010 - -60% of the writing samples of English 3A passed the high school rubric for writing characteristics, Claim. For those passing, the average score was 88%. The average score for all samples was 77%. 46 % received strong or effective on each section of Claim. -33% of the writing samples of English 3A passed the high school rubric for writing characteristics, evidence and solution. For those passing, the average score was</p>	<p>06/16/2010 - Based on the results: 1. A writing checklist should be implemented in order to guide students through the persuasive writing process 2. A graphic organizer and rough draft should be reviewed by instructor/tutor prior to allowing student to continue with essay. 3. Suggest adding a few writing convention and grammar assignments to curriculum 4. Make the rubric student friendly</p>

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			<p>samples was 74.3%. 40 % received strong or effective on each section of evidence and solution. -40% of the writing samples of English 3A passed the high school rubric for writing characteristics, Tone and Voice. For those passing the average score was 86%. The average score for all samples was 71%. 37% received strong or effective on each section of Tone and Voice.</p> <p>Summary of Data Type: Criterion Not Met Summary of Data Status: Open</p>	<p>5. Change the SLO to read 70% of students will score at least 75% in each section 6. Check student for complete understanding in formatting and understanding of assignment.</p>
	<p>ESL - ESL SPKB - ESL - Speaking B - Past Vacation Presentation - Intermediate level ESL students will present a past vacation experience to the class.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: In-class computer station including PowerPoint projector, ESL computer lab access for students</p> <p>Training Resources Required: Faculty training for specific SLO (ESL Retreat & Workshops)</p> <p>Staffing Resources Required: ESL Outcomes Team for SLO development & implementation (NTFA pay -- no ESL Dept. Chair or FT faculty)</p> <p>Other Resources Required:</p>	<p>Assessment Method: Speaking B instructor will evaluate each student on a classroom presentation about a past vacation using a rubric with sub-scores for planning and organization, content, fluency and pronunciation, and delivery.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 70% of the students who complete this activity will pass the minimum of 14 out of 20 points.</p>	<p>06/28/2011 - The Speaking B instructors reported student scores on rubric assessment results. Results indicate that 87.5% of all students who participated in this SLO received a passing score of 14 points or higher out of 20 possible points.</p> <p>Summary of Data Type: Criterion Met Summary of Data Status: Closed</p>	<p>06/28/2011 - The instructors reported that the students liked the presentation topic. Many students also strengthened their computer skills as they utilized PowerPoint in their presentation. It was also reported that having a time limit on a presentation improved the assessment process. However, several instructors found it difficult to adjust to the new checklist-type rubric. Furthermore, instructors need to adjust their curriculum to focus on an SLO when it is scheduled in order to assess the presentation more efficiently.</p>

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	<p>WIA Title II, 231 Grant</p> <p>ESL - ESL SPKC - ESL - Speaking C - Product Development & Marketing (VESL) - Advanced-level Vocational English as a Second Language (VESL) team of students will develop a product or service, prepare a marketing strategy for it, and give a PowerPoint presentation to the class.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p>	<p>Assessment Method: Speaking C (VESL 1) instructors will evaluate student groups on a classroom presentation about a hypothetical product they developed. Instructor will use a rubric with sub-scores for planning & organization, content, fluency & pronunciation.</p> <p>Assessment Method Category: Other</p> <p>Criterion: Passing = 10 pts. / 15 pts possible.</p>	<p>06/27/2011 - Results indicate that 100% of all students who participated in a presentation passed. The VESL Speaking C instructors reported student scores on a rubric assessment.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Closed</p>	<p>06/27/2011 - This project is challenging; however, students seem to enjoy participating in it. The VESL Speaking C instructors indicated that working as a team helped all students, including some struggling students, to prepare for their SLO presentation. Furthermore, students' problem solving skills improved as a result of working with a team. It was also suggested that the VESL students present their product ideas to an audience other than their peers, such as during VESL Open House and VESL certificate ceremony events.</p>
	<p>Older Adult Programs - VOC CPBC1 - Basic Computing Level 1 - File/Folder Management - Students in Basic computing Level 1 will display their ability to manage files and folders through completion of a class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: Instructor will evaluate students ability to manage files and folders using a class project. Instructor will record evaluations using a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of students will at least display proficient file and folder management skills through a class project.</p>	<p>04/19/2011 - During the Fall 2010 semester 37% of students in BC1 were advanced in their ability to manage files and folders, 45% were proficient, and 18% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <p>01/29/2010 - During the Fall '09 semester 13% of the students displayed advanced file/folder management skills, 41% displayed proficient file/folder management skills, and 46% displayed emerging file/folder management skills.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status:</p>	<p>04/19/2011 - Will continue to test students again during the Fall 2011 semester.</p> <p>01/29/2010 - Will test again during the Fall 2010 semester. Demonstrate a variety of techniques to help students better manage files/folders.</p>

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			Open	
	<p>Older Adult Programs - VOC CPBC1 - Basic Computing Level 1 - Mouse competency - Students in Basic Computing Level 1 will demonstrate through completion of a class project their abilities to use a mouse for computer applications.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: Instructor will evaluate students mouse competency through the completion of a class project. Instructor will record evaluation using a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will display proficient Mouse skills.</p>	<p>04/19/2011 - During the Fall 2010 semester 39% of the students in BC1 were advanced in their abilities to use a mouse for computer applications, 49% were proficient, and 12% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>01/29/2010 - During the Fall '09 semester 32% of the students demonstrated advanced mouse skills, 39% of the students demonstrated proficient mouse skills, and 29% of the students demonstrated emerging mouse skills.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>04/19/2011 - Will continue to test students again during the Fall 2011 semester.</p> <hr/> <p>01/29/2010 - Will test again during the Fall 2010 semester. Will continue to fine tune the SLO process for this course.</p>
	<p>Older Adult Programs - VOC CPBC2 - Basic Computing Level 2 - Problem solving - Students in Basic Computing Level 2 will display proper problem solving techniques through completion of a class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: Instructors will have students complete a class project displaying proper problem solving techniques. Instructor will evaluate students projects and record evaluations using a rubric. All data will be collected and turned in at end of the semester.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of students will display Proficient problem solving techniques through completion of</p>	<p>04/19/2011 - During the Fall 2010 semester 34% of the BC2 students displayed advanced proper problem solving techniques, 51% were proficient and 15% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>02/05/2010 - During the Fall '09 semester 26% of the students displayed advanced problem solving techniques, 43% displayed proficient problem solving techniques, and</p>	<p>04/19/2011 - Will continue to test students again during the Fall 2011 semester.</p> <hr/> <p>02/05/2010 - Will test again in the fall 2010 semester. Will continue to fine tune the SLO process for this course.</p>

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		class project.	of the students displayed emerging problem solving techniques. Summary of Data Type: Criterion Met Summary of Data Status: Open	
	Older Adult Programs - VOC CPBC2 - Basic Computing Level 2 - Word Editing - Students in Basic Computing Level 2 will display proper word editing through completion of a class project. Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process Training Resources Required: Faculty SLO training workshop	Assessment Method: Instructors will have students complete a class project displaying proper word editing techniques. Instructor will evaluate students projects and record evaluations using a rubric. All data will be collected and turned in at end of the semester. Assessment Method Category: Other Criterion: 50% of students will display Proficient word editing techniques through completion of class project.	04/19/2011 - During the Fall 2010 semester 36% of the CP-BC2 students were advanced in proper word editing, 53% were proficient, and 11% were emerging. Summary of Data Type: Criterion Met Summary of Data Status: Open 02/05/2010 - During the Fall '09 semester 13% of the students displayed advanced word editing skills, 64% of the students displayed proficient word editing skills, and 23% of the students displayed emerging work editing skills. Summary of Data Type: Criterion Met Summary of Data Status: Open	04/19/2011 - Will continue to test students again during the Fall 2011 semester. 02/05/2010 - Will test again in Fall 2010, and continue to fine tune the SLO process for this course.
	Older Adult Programs - VOC CPBC3 - Basic Computing Level 3 - Proper letter head formatting - Students in Basic Computing Level 3 will display proper letter head formatting techniques through completion of a class project. Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process Training Resources Required:	Assessment Method: Instructors will have students complete a class project displaying proper letter head formatting techniques. Instructor will evaluate students projects and record evaluations using a rubric. Assessment Method Category: Other Criterion: 50% of students will display Proficient letter head formatting	04/19/2011 - During the Fall 2010 semester 41% of the students in CP-BC3 were advanced in proper letter head formatting, 41% were proficient, and 18% were emerging. Summary of Data Type: Criterion Met Summary of Data Status: Open 01/29/2010 - During the Fall '09 semester 53% of the students	04/19/2011 - Will continue to test the students again during the Fall 2011 semester.

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	Faculty SLO training workshop	techniques through completion of class project.	<p>displayed proper letter head format, 31% of the students displayed proficient letter head format, and 16% of the students displayed emerging letter head format.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	01/29/2010 - Will test again during the Fall '09 semester. Continue to fine tune the SLO process for this course.
	<p>Older Adult Programs - VOC CPBC3 - Basic Computing Level 3 - Graphic art - Students in Basic Computing Level 3 will display proper graphic arts formatting through completion of a class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: Instructors will have students complete a class project displaying proper graphic arts formatting. Instructor will evaluate students projects and record evaluations using a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of students will display Proficient graphic arts formatting techniques through completion of class project</p>	<p>04/19/2011 - During the Fall 2010 semester 33% of the CP-BC3 students were advanced in the use of proper graphic arts formatting, 50% were proficient, and 17% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	04/19/2011 - Will continue to test students again during the Fall 2011 semester.
			<p>01/29/2010 - During the Fall '09 semester 44% of the students displayed advanced proper use of graphics, 38% displayed proficient use of graphics, and 18% displayed emerging use of graphics.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	01/29/2010 - Will test again during the Fall 2010 semester. Continue to fine tune the SLO process for this course.
	<p>Older Adult Programs - VOC CPCC - Creative Computing - Software Applications - Students in Creative Computing classes will complete a class project that displays students ability to use software applications for creative computing.</p> <p>Staffing Resources Required:</p>	<p>Assessment Method: Creative computing classes will complete a project displaying ability to use software applications for creative computing. The instructor will collect and evaluate class recording results on a rubric.</p> <p>Assessment Method Category:</p>	<p>04/19/2011 - During the Fall 2010 semester 31% of the students in Creative Computing were advanced in the use of software applications, 31% were proficient and 38% were emerging.</p> <p>Summary of Data Type: Criterion Met</p>	04/19/2011 - Will continue to test students again during the Fall 2011 semester.

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	<p>Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Other</p> <p>Criterion: 50% of the students will display proficient ability of software applications for creative computing.</p>	<p>Summary of Data Status: Open</p> <hr/> <p>02/05/2010 - During the Fall '09 semester 20% of the students displayed advanced use of software application skills, 27% of students displayed proficient use of software application skills, and 53% displayed emerging use of software application skills.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>07/24/2009 - During the Spring semester 2009 21% of students were advanced in use of software applications, 36% were proficient, and 36% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>02/05/2010 - Will test again during the Fall 2010 semester, and will emphasize the importance of software applications as needed for creative computing.</p> <hr/> <p>07/24/2009 - Will test again in Fall 2009.</p>
	<p>Older Adult Programs - VOC CPCC - Creative Computing - Graphic Art - The students in Creative computing classes will display their use of graphic art techniques through completion of a class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in Creative computing classes will complete a project displaying use of graphic art techniques. The instructor will collect class projects and record evaluation on rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will display proficient use of graphic art techniques.</p>	<p>04/19/2011 - During the Fall 2010 semester 23% of creative computing students were advanced in the use of graphics, 23% were proficient, and 54% were emerging.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>02/05/2010 - During the fall '09 semester 205 of students displayed advanced use of graphics, 27% displayed proficient use of graphics, and 53% displayed emerging use of graphics.</p>	<p>04/19/2011 - Instructor will work on techniques to improve the students ability to use graphic art.</p> <hr/> <p>02/05/2010 - Will test again during the fall 2010 semester, and emphasize use of graphics associated with creative computing.</p>

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			<p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>07/24/2009 - During the Spring 2009 semester 7% of students were advanced in use of graphics, 36% were proficient in use of graphics, and 57% were emerging in use of graphics.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>07/24/2009 - Instructor will put more emphasis in use of graphics and will test again in Fall 2009.</p> <hr/>
	<p>Older Adult Programs - VOC ESD03 - Lettering Styles and Advertising Calligraphy - Proper page layout - The students in Lettering styles and calligraphy will display proper page layout through class projects.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO workshop</p>	<p>Assessment Method: The instructor will evaluate each student's project while checking for proper spacing, paragraph layout, and margins.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficient page layout through class project.</p>	<p>08/25/2011 - During the spring 2011 semester 8% of the students were advanced in proper page layout, 42% of the students were proficient, while 50% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>10/05/2010 - During the Spring 2010 semester 50% of students displayed proficient page layout through class projects, and 50% of students displayed emerging page layout.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>01/29/2010 - During the Fall '09 semester 65% of the students displayed proficient page layout for lettering styles and advertising calligraphy. 35% of the students</p>	<p>08/25/2011 - Will continue to test again during the spring 2012 semester. Instructor will focus on teaching the students proper page layout techniques.</p> <hr/> <p>10/05/2010 - Will continue to test students again during the Spring 2011 semester.</p> <hr/> <p>01/29/2010 - Will test again during the Fall 2010 semester. Will add an Advanced category to the SLO, for the Fall 2010 semester, to better distinguish the students' proper</p>

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			<p>displayed emerging page layout for lettering styles and advertising calligraphy.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>page layout techniques.</p> <hr/>
			<p>07/24/2009 - During the Spring 2009 semester 69% of the students were proficient in proper page layout, 31% were emerging in proper page layout.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Closed</p>	<p>07/24/2009 - Will add an Advanced category to the rubric and test again in Spring 2010.</p> <hr/>
	<p>Older Adult Programs - VOC ESD03 - Lettering Styles and Advertising Calligraphy - Proper lettering techniques - Students in Lettering Styles and Advertising Calligraphy will illustrate proper lettering techniques through completion of class projects.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO workshop</p>	<p>Assessment Method: The instructor will evaluate each students project while checking for proper letter; consistency, form, slant and styles.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficient lettering techniques.</p>	<p>08/25/2011 - During the spring 2011 semester 12% of the student were advanced in proper lettering techniques, 42 % were proficient, while 46% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p> <hr/>
			<p>10/05/2010 - During the Spring 2010 semester 60% of the students illustrated proficient lettering techniques, 40% of the students illustrated emerging lettering techniques.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>10/05/2010 - Will continue to test students again during the Spring 2011 semester.</p> <hr/>
			<p>01/29/2010 - During the Fall '09 semester 61% of the students displayed proficient lettering</p>	<p>01/29/2010 - Will test again during the Fall 2010 semester. Will add an Advanced category to the SLO for</p>

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			<p>techniques for lettering styles and advertising calligraphy. 39% of the students displayed emerging lettering techniques.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>the fall semester, to better distinguish the students levels of proper lettering techniques.</p>
			<p>07/24/2009 - During the Spring 2009 semester 85% of students were proficient in lettering techniques, 15% were emerging in lettering techniques.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Closed</p>	<p>07/24/2009 - Will add Advanced category to the rubric and will test again in Spring 2010.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
<p>Student Learning Goals - Student Learning Goal 2. Critical thinkers who: gather, organize, and analyze information from a variety of sources; form and express a logical opinion or conclusion; demonstrate problem-solving skills; apply knowledge to personal, professional, or academic situations.</p>	<p>Adult Basic Education - BSHS ALG1 - High School Algebra 1 - Final exam - Students will pass the final exam.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: hourly clerical support, faculty non-teaching funding, full-time faculty coordinator for curriculum</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons,</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>09/17/2010 - 55.3% of students scored at least basic on the final exam. Although the criterion was not met, these are fair results considering that Algebra 1 has many standards and summer school is an extremely short period of time.</p> <p>The following is the full breakdown of grades earned by students in Algebra 1 for the course midterm and final exam.</p> <p>496 students or 44% scored below 70% 245 students or 21.9% scored between 70-79% 207 students or 18.4% scored between 80-89%</p>	<p>01/21/2011 - Not all standards are covered during summer school in the great deal that they normally are, so teachers need to make sure that the final exam is written emphasizing the standards and SLOs that are covered in detail during this time period. It is also important to find out what the ?big? topics are for the CST and for the students next math course and make sure that these topics are focused on both during the class and the final exam.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	instructional materials		<p>167 students or 15% scored 90% or higher</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	
	<p>Adult Basic Education - BSHS ALG2 - High School Algebra 2 - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>07/18/2011 - For Spring 2011, the data shows that 20% of the students achieved Below Basic and 80% of the students were Basic and higher. Therefore, the criterion was met. The following is a complete breakdown of grades. 2 students or 20% scored below 70% 5 students or 50% scored between 70-79% 2 students or 20% scored between 80-89% and 1 students or 10% scored 90% or higher</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/01/2011 - It is recommended that students complete a pre-test for each chapter before completing the actual chapter test. This pre-test will not carry the same weighted grade as the regular tests and quizzes, but will allow students to become aware of areas that they need to improve before completing the chapter test. Results of the pre-test will be shared with the students prior to them completing the chapter test and recommendations for improvement will be made.</p>
			<p>09/20/2010 - Algebra 2 had only 39.4% of students score below basic. Nearly 60% scored at least basic and of these 38.1% were proficient or advanced. Therefore, the criterion was not met.</p> <p>The following is a complete breakdown of grades earned by students in Algebra 2 for the course midterm and final exam.</p> <p>281 students or 39.4% scored below 70% 155 students or 21.7% scored between 70-79% 154 students or 21.6% scored</p>	<p>01/21/2011 - Algebra 2 contains many key topics important for students to know for their math class that they will take after. The SLOs were written based on this so its important that students have a solid knowledge of these. Also, it would be helpful if teachers used released CST questions to help students with mastery of the Algebra 2 topics and if they should students how this might be used in the proceeding math course.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>between 80-89% 118 students or 16.5% scored 90% or higher 5 students or 0.7% were not assessed</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	
	<p>Adult Basic Education - BSHS ART1 - High School Art & Creative Expression - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>09/20/2010 - The following is a complete breakdown of grades earned by students in Art Expression for the course midterm and final exam.</p> <p>31 students or 4.2% scored below 70% 110 students or 14.8% scored between 70-79% 253 students or 34% scored between 80-89% 305 students or 40.9% scored 90% or higher 46 students or 6.2% were not assessed</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>05/10/2011 - The final exam has the most successful numbers of data. With the highest level being in the advanced column, yet 6.2% of un-attempted scores appears concerning. Giving teachers the ability to create their own finals has positive and negative effects. Positive because it enforces to students the learning that is of most importance, negative because it could be lacking in standard based instruction. More specific examples are needed to express the data more accurately.</p> <p>Teachers have varying final exams therefore un- attempted or below basic level scores can increase if a student did not study properly, the test is not open to student learning styles or a special education student is not helped. Mainly a study guide should be given to students to properly prepare, a review the day before, and ample amount of time should be given to students.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Adult Basic Education - BSHS ART2 - High School Art 2 - Final Exam - Students will pass the final exam. Is this SLO also a GEO?: No Equipment Resources Required: Computers, printer, test scantron Staffing Resources Required: Hourly clerical support Training Resources Required: Technical training (Banner, Grading software) Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam. Assessment Method Category: Course Embedded Test Criterion: 75% of students will pass the final exam with a 70% or better.</p>		
	<p>Adult Basic Education - BSHS ART2 - High School Art 2 - Point of View - Create a work of art that reflects a feeling or point of view. Classification of Resources Requested: None Is this SLO also a GEO?: No</p>	<p>Assessment Method: Artwork is carefully planned. Artwork demonstrates an understanding and diverse use of contemporary technology skills. BELOW: Artwork shows little evidence of planning. Artwork shows little understanding of the materials, tools, and skills needed to communicate meaning. BASIC: Artwork is planned. Artwork demonstrates an understanding of the materials, tools, and skills needed to communicate meaning, but these may have been applied mechanically. PROFICIENT: Artwork is carefully planned. Student applies artistic processes and skills by using appropriate materials and tools to communicate meaning and intent in an original work of art. Criterion: 80% of students will score at least Basic or above on the assessment</p>		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Adult Basic Education - BSHS ART2 - High School Art 2 - Visual Metaphors - Develop an original work of art that reflects creative skills by using visual metaphors</p> <p>Classification of Resources Requested: None</p>	<p>Assessment Method: Artwork is carefully planned. Student applies artistic processes and skills by using appropriate materials and tools to communicate meaning and intent in an original work of art.</p> <p>BELOW: Artwork shows little evidence of planning. Artwork shows little understanding of the artistic processes needed to communicate an opinion or reaction using visual metaphors</p> <p>BASIC: Artwork is planned. Artwork demonstrates an understanding artistic processes needed to communicate an opinion or reaction using visual metaphors, but these may have been applied mechanically.</p> <p>PROFICIENT: Artwork is carefully planned. Student applies artistic processes and skills to create visual metaphors that effectively express their opinion, reaction, or feeling toward the subject matter.</p> <p>Criterion: 80% of students will score at least Basic or above on the assessment</p>		
	<p>Adult Basic Education - BSHS ART2 - High School Art 2 - Technology - Using contemporary technology (e.g. internet research, camera, scanner, Microsoft programs, photoshop) design a work of art (e.g. poster).</p> <p>Classification of Resources Requested: None</p>	<p>Assessment Method: Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below.</p> <p>BELOW: Artwork shows little evidence of planning. Artwork demonstrates little knowledge and</p>		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
		<p>use of contemporary technology skills. BASIC: Artwork is planned. Artwork demonstrates a limited understanding and use of contemporary technology skills. Proficient: Artwork is carefully planned. Artwork demonstrates an understanding and diverse use of contemporary technology skills.</p> <p>Criterion: 80% of students will score at least Basic or above on the assessment.</p>		
	<p>Adult Basic Education - BSHS BIO - High School Biology - Final Exam - Students will pass the final exam. Is this SLO also a GEO?: No Equipment Resources Required: Computers, printer, test scantron Staffing Resources Required: Hourly clerical support Training Resources Required: Technical training (Banner, Grading software) Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>08/01/2011 - 53% Below Basic 35% Basic 2% Proficient</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>09/20/2010 - 40.1% of Biology students scored below basic on the Final Exam.</p> <p>The following is the complete breakdown of grades earned by students in Biology for the course midterm and final exam.</p> <p>418 students or 40.1% scored below 70% 236 students or 22.6% scored between 70-79% 256 students or 24.6% scored between 80-89% 132 students or 12.7% scored 90% or higher</p>	<p>08/02/2011 - 1. At least 20% more students should be able to pass the Biology final exam with a grade of 70% or better. 2. Re-write study guide to be more specific about examination topics</p> <hr/> <p>04/06/2011 - 1. At least 10% more students should be able to pass the Biology final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	
	<p>Adult Basic Education - BSHS BIO - High School Biology - Punnett Squares - Students will use Punnett Squares to predict the possible genotypes and phenotypes of offspring.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Lab materials</p> <p>Staffing Resources Required: Lab assistance, additional instructor on lab days</p> <p>Training Resources Required: faculty curriculum development</p>	<p>Assessment Method: Students will complete exam review questions #13 and #18 on assignment #121 and question #26 on the chapter 11 exam.</p> <p>Criterion: 75% of students will answer all three questions correctly.</p>	<p>07/28/2011 - This assessment was done in the ADULT diploma program. 80% of students were able to explain the details of a Punnett square.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/10/2010 - Out of 12 students: Question #13 -42% of students were able to draw a Punnett square to predict the results of a heterozygous cross. -50% of students were unable to complete the assignment (incorrect use of Punnett square and alleles) -8% of students made no attempt to answer the question. Question #18 -83% of students correctly wrote the homozygous and heterozygous genotype for black coat. Question #26 -15% of students were able to answer the question correctly -45% of students answered the question incorrectly- students suggested the wrong cross in order to link genotype with phenotype. -38% of students made no attempt to answer the question.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status:</p>	<p>07/28/2011 - Students typically enjoy this portion of genetics and the associated lab work. Based on the results of this SLO perhaps the curriculum in total should include more laboratories.</p> <hr/> <p>06/10/2010 - Most students understood they needed to complete a Punnett square and correctly drew one. However, students do not know the difference between homozygous and heterozygous genotypes when asked to use them in a cross. Some students also used two different letters to represent alleles indicating they do not completely understand how to perform genetic crosses. Using Punnett squares is a basic skill in biology; therefore, students may need more practice. An additional worksheet summarizing these key concepts of crosses for this chapter is needed. Identification of homozygous and heterozygous genotypes is a beginning skill necessary for proficiency in this chapter. No changes to question #18 need to be made. Question #26 may be too difficult for most students to answer successfully; advanced students should be able to answer</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			Open	this question. In examining the practice work with the examination there is no clear link between classroom assignments and test performance. It is suggested, in addition to a worksheet, that the chapter 11 exam be changed to reflect basic and above basic transfer of knowledge. This SLO needs to be altered and revisited next semester.
	<p>Adult Basic Education - BSHS CHEM - High School Chemistry - Final Exam - Students will pass the</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>08/01/2011 - 31% Below Basic 54% Basic 15% Proficient</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>08/01/2011 - 1. Overall students did well on a difficult exam. 2. A comprehensive study guide was given to students which improved exam scores from Winter/Spring 2010. 3. Will re-evaluate exam noting topics that were more difficult and prepare additional practice worksheets</p>
			<p>09/20/2010 - 44.2% of Chemistry students scored below basic on the final.</p> <p>The following is a complete breakdown of grades earned by students in Chemistry for the course midterm and final exam.</p> <p>145 students or 44.2% scored below 70% 65 students or 19.8% scored between 70-79% 74 students or 22.6% scored</p>	<p>04/06/2011 - 1. At least 15% more students should be able to pass the Chemistry final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			between 80-89% 44 students or 13.4% scored 90% or higher Summary of Data Type: Criterion Not Met Summary of Data Status: Open	guide.
	Adult Basic Education - BSHS CIV - High School Civics/American Government - Final Exam - Students will pass the final exam. Is this SLO also a GEO?: No Equipment Resources Required: Computers, printer, test scantron Staffing Resources Required: Hourly clerical support Training Resources Required: Technical training (Banner, Grading software) Other Resources Required: Grading software, scantrons	Assessment Method: Students will take a midterm exam and/or a cumulative final exam. Assessment Method Category: Course Embedded Test Criterion: 75% of students will pass the final exam with a 70% or better.	09/20/2010 - The following is a complete breakdown of grades earned by students in Government for the course midterm and final exam. 215 students or 19.8% scored below 70% 214 students or 19.7% scored between 70-79% 386 students or 35.5% scored between 80-89% 272 students or 25% scored 90% or higher Summary of Data Type: Criterion Met Summary of Data Status: Open	08/02/2011 - 1. 75% of students should be able to pass the final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.
	Adult Basic Education - BSHS CPTC - High School Computer Technology - Final Exam - Students will pass the final exam. Is this SLO also a GEO?: No Equipment Resources Required: Computers, printer, test scantron Staffing Resources Required: Hourly clerical support Training Resources Required: Technical training (Banner, Grading software) Other Resources Required:	Assessment Method: Students will take a midterm exam and/or a cumulative final exam. Assessment Method Category: Course Embedded Test Criterion: 75% of students will pass the final exam with a 70% or better.	09/20/2010 - The following is a complete breakdown of grades earned by students in Computer Technology for the course midterm and final exam. 42 students or 11.7% scored below 70% 57 students or 15.9% scored between 70-79% 112 students or 31.2% scored between 80-89% 148 students or 41.2% scored 90% or higher	08/02/2011 - 1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 2. Instructors will use the final exam rubric as a guideline for writing the final exam. 3. Instructors will supply students with a final examination study guide.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Grading software, scantrons		<p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	
	<p>Adult Basic Education - BSHS EASC - High School Earth Science - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>09/20/2010 - In the first semester 42.9% of Earth Science students scored below basic on the final exam. In the second semester 54.3% scored below basic.</p> <p>Earth Science A: The following is a complete breakdown of grades earned by students in Earth Science A for the course midterm and final exam.</p> <p>36 students or 42.9% scored below 70% 19 students or 22.6% scored between 70-79% 11 students or 13.1% scored between 80-89% 12 students or 14.3% scored 90% or higher 6 students or 7.1% were not assessed</p> <p>Earth Science B: The following is a complete breakdown of grades earned by students in Earth Science B for the course midterm and final exam.</p> <p>19 students or 54.3% scored below 70% 4 students or 11.4% scored between 70-79% 3 students or 8.6% scored between 80-89% 9 students or 25.7% scored 90% or</p>	<p>04/06/2011 - 1. 15% - 20% more students should be able to pass the Earth Science final exam with a grade of 70% or better.</p> <p>2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format.</p> <p>3. Instructors will use the final exam rubric as a guideline for writing the final exam.</p> <p>4. Instructors will supply students with a final examination study guide.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>higher</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	
	<p>Adult Basic Education - BSHS ECON - High School Economics - Final Exam - Students will pass the</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>09/20/2010 - The following is a complete breakdown of grades earned by students in Economics for the course midterm and final exam.</p> <p>117 students or 11.2% scored below 70%</p> <p>206 students or 19.8% scored between 70-79%</p> <p>463 students or 44.5% scored between 80-89%</p> <p>255 students or 24.5% scored 90% or higher</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/02/2011 - 1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format.</p> <p>2. Instructors will use the final exam rubric as a guideline for writing the final exam.</p> <p>3. Instructors will supply students with a final examination study guide.</p>
	<p>Adult Basic Education - BSHS ENG1 - High School English 1 - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>07/18/2011 - For Spring 2011, the data shows that 32% of the students achieved Below Basic and 68% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was not met. The following is a complete breakdown of grades earned by students in English 1 for the course midterm and final exam. 20 students or 32% scored below 70% 23 students or 36% scored between 70-79% 20 students or 32% scored between 80-89% 0 students scored 90% or higher</p> <p>Summary of Data Type:</p>	

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>Criterion Not Met Summary of Data Status: Open</p> <hr/> <p>09/20/2010 - The data shows that 40.9% of the students achieved Below Basic and 59% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was not met.</p> <p>The following is a complete breakdown of grades earned by students in English 1 for the course midterm and final exam.</p> <p>287 students or 40.9% scored below 70% 204 students or 29.1% scored between 70-79% 161 students or 23% scored between 80-89% 48 students or 6.8% scored 90% or higher 1 student or 0.1% was not assessed</p> <p>Summary of Data Type: Criterion Not Met Summary of Data Status: Open</p>	<p>02/28/2011 - In order to improve student outcomes on the final exam, a number of things are suggested. Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam.</p> <p>Faculty can continue to focus on the structural features of informational materials by preparing a sample bibliography of reference materials that shows a variety of documents. They need to generate relevant questions about the readings done in class that need to be researched. Another area to focus on for teachers is a narrative analysis of grade-level-appropriate text. Teachers need to have students write analyses on pieces of literature. These analyses can be in essay format or small quick writes where the focus is the actual analysis and not the grammatical structure of the writing. Finally, writing strategies need to be emphasized in an English 1 course to set the stage for future English courses in high school and beyond. The teacher may use the various methods to show a skeletal framework of a 9th grade essay.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Adult Basic Education - BSHS ENG2 - High School English 2 - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>07/18/2011 - For Spring 2011, the data shows that 23% of the students achieved Below Basic and 77% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was met. The following is a complete breakdown of grades earned by students in English 2 for the course midterm and final exam. 5 students or 23% scored below 70% 6 students or 27% scored between 70-79% 6 students or 27% scored between 80-89% 5 students or 23% scored 90% or higher</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/01/2011 - 1. 23% or 5 out of 22 students completed the final exam with an advanced rating. Based on these results, students were able to complete the final with a score of 90 or above due to clear instruction, as well as in-depth preparation.</p> <p>2. 6 out of 22 students were proficient on the final exam scoring between 80-89 %. Based on these results students that fell into this category would benefit from better preparation especially on the vocabulary and literary terms section of the test.</p> <p>3. 6 out of 22 students fell into the basic category scoring between 70-79% on the final exam. Based on these results, the instructor will mandate a completed study guide be turned in and reviewed prior to allowing the students to take the final.</p> <p>4. 5 out of 22 students fell below basic with scores of 70% or lower on the final exam. Based on these results, the instructor will check comprehension in regards to expectations of what is on the final exam. The students should be given a more in-depth study guide that needs to be fully filled out and completed, have to spend at least an hour in preparing for the final with either the tutor or instructor. The instructor suggests a better study guide be made for the final.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>09/20/2010 - The data shows that 33.2% of the students achieved Below Basic and 66.8% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was not met.</p> <p>The following is a complete breakdown of grades earned by students in English 2 for the course midterm and final exam.</p> <p>125 students or 33.2% scored below 70% 98 students or 26% scored between 70-79% 103 students or 27.3% scored between 80-89% 51 students or 13.5% scored 90% or higher</p> <p>Summary of Data Type: Criterion Not Met Summary of Data Status: Open</p>	<p>02/28/2011 - In order to improve student outcomes on the final exam, a number of things are suggested. Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam.</p> <p>Teachers can continue to focus on the structural features of informational materials by preparing a sample bibliography of reference materials that shows a variety of documents. They need to generate relevant questions about the readings done in class that need to be researched. Another area to focus on for teachers is a narrative analysis of grade-level-appropriate text. Teachers need to have students write analyses on pieces of literature. These analyses can be in essay format or small quick writes where the focus is the actual analysis and not the grammatical structure of the writing. Finally, writing strategies need to be emphasized in an English 2 course to set the stage for future English courses in high school and beyond. The teacher may use the various methods to show a skeletal framework of a 10th grade essay but also emphasize creative</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
				writing. The teacher needs to show the students how to find his/her voice in essay writing.
	<p>Adult Basic Education - BSHS ENG3</p> <p>- High School English 3 - Final Exam</p> <p>- Students will pass the final exam.</p> <p>Is this SLO also a GEO?:</p> <p>No</p> <p>Equipment Resources Required:</p> <p>Computers, printer, test scantron</p> <p>Staffing Resources Required:</p> <p>Hourly clerical support</p> <p>Training Resources Required:</p> <p>Technical training (Banner, Grading software)</p> <p>Other Resources Required:</p> <p>Grading software, scantrons</p>	<p>Assessment Method:</p> <p>Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category:</p> <p>Course Embedded Test</p> <p>Criterion:</p> <p>75% of students will pass the final exam with a 70% or better.</p>	<p>07/18/2011 - For Spring 2011, the data shows that 33% of the students achieved Below Basic and 67% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was not met. The following is a complete breakdown of grades earned by students in English 3 for the course midterm and final exam. 9 students or 33% scored below 70% 7 students or 26% scored between 70-79% 10 students or 37% scored between 80-89% 1 students or 4% scored 90% or higher</p> <p>Summary of Data Type:</p> <p>Criterion Not Met</p> <p>Summary of Data Status:</p> <p>Open</p>	<p>08/01/2011 - 1. 3% or 1 out of 27 students completed the final exam with an advanced rating. Based on these results, students were able to complete the final with a score of 90 or above due to clear instruction, as well as in-depth preparation.</p> <p>2. 37% or 10 out of 27 students were proficient on the final exam scoring between 80-89 %. Based on these results students that fell into this category would benefit from better preparation especially on the vocabulary and literary terms section of the test.</p> <p>3. 26% or 7 out of 27 students fell into the basic category scoring between 70-79% on the final exam. Based on these results, the instructor will mandate a completed study guide be turned in and reviewed prior to allowing the students to take the final.</p> <p>4. 33% or 9 out of 27 students fell below basic with scores of 70% or lower on the final exam. Based on these results, the instructor will check comprehension in regards to expectations of what is on the final exam. The students should be given a more in-depth study guide that needs to be fully filled out and completed, have to spend at least an hour in preparing for the final with either the tutor or instructor.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
				The instructor suggests a better study guide be made for the final.
			<p>09/20/2010 - The data shows that 84.9% of the students achieved Basic or higher and 15.1% of the students were Below Basic on the English 3 midterm or final exam. Therefore, the criterion was met.</p> <p>The following is a complete breakdown of grades earned by students in English 3 for the course midterm and final exam.</p> <p>30 students or 15.1% scored below 70% 80 students or 40.2% scored between 70-79% 78 students or 39.2% scored between 80-89% 11 students or 5.5% scored 90% or higher</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>02/28/2011 - Although the criterion was met, a number of things are always suggested with regards to . Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam.</p> <p>Teachers need to focus on vocabulary development and word analysis since this is the year that many students will be taking the SAT/ACT. The teacher can give SAT vocabulary for the students to memorize or vocabulary that is pulled from the literature being read in the class or both types of vocabulary. Teachers need to continue to focus on essay writing in English 3, but not use formulaic strategies. Teachers need to concentrate more on the written conventions of essay writing by having the students write daily, whether the writings are quick and short paragraphs or full essays where the students are allowed a considerable amount of time to formulate their thoughts on paper. Finally, teachers should use research and technology in their lessons/final exams to help the</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Adult Basic Education - BSHS ENG4 - High School English 4 - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>09/20/2010 - The data shows that 45% of the students achieved Below Basic and 55% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was not met. The exam the students took for this course did not meet the needs of the SLO.</p> <p>The following is a complete breakdown of grades earned by students in English 4 for the course midterm and final exam.</p> <p>18 students or 45% scored below 70% 11 students or 27.5% scored between 70-79% 9 students or 22.5% scored between 80-89% 2 students or 5% scored 90% or higher</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>students when they are asked to write research papers for high school and eventually college. The 11th grade year tends to be the year of writing a research paper.</p> <hr/> <p>02/28/2011 - In order to improve student outcomes on the final exam, a number of things are suggested. Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam.</p> <p>Teachers need to continue to focus on essay writing in English 4, but not use formulaic strategies. Teachers need to concentrate more on the written conventions of essay writing by having the students write daily, whether the writings are quick and short paragraphs or full essays where the students are allowed a considerable amount of time to formulate their thoughts on paper. Finally, teachers should use research and technology in their lessons/final exams to help the students when they are asked to write research papers for high school and eventually college. The teacher can use methods from the 11th grade year to hone in on more specific ways to write a coherent, multiple-page paper.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Adult Basic Education - BSHS GEOG - High School Geography - Final Exam - Students will pass the</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>09/20/2010 - The following is a complete breakdown of grades earned by students in Geography for the course midterm and final exam.</p> <p>26 students or 20.2% scored below 70%</p> <p>21 students or 16.3% scored between 70-79%</p> <p>38 students or 29.5% scored between 80-89%</p> <p>44 students or 34.1% scored 90% or higher</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/02/2011 - 1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format.</p> <p>2. Instructors will use the final exam rubric as a guideline for writing the final exam.</p> <p>3. Instructors will supply students with a final examination study guide.</p>
	<p>Adult Basic Education - BSHS GEOM - High School Geometry - Final Exam - Students will pass the</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>07/18/2011 - For Spring 2011, the data shows that 19% of the students achieved Below Basic and 81% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was met. The following is a complete breakdown of grades. 5 students or 19% scored below 70% 18 students or 69% scored between 70-79% and 3 students or 12% scored between 80-89%.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/01/2011 - It is recommended that students complete a pre-test for each chapter before completing the actual chapter test. This pre-test will not carry the same weighted grade as the regular tests and quizzes, but will allow students to become aware of areas that they need to improve before completing the chapter test. Results of the pre-test will be shared with the students prior to them completing the chapter test and recommendations for improvement will be made.</p>
			<p>09/20/2010 - 58.1% of the students scored basic or above on the final exam. The criterion isn't met but</p>	<p>01/21/2011 - Geometry has many theorems and formulas that students have to remember and</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>this percentage is decent.</p> <p>The following is a complete breakdown of grades earned by students in Geometry for the course midterm and final exam.</p> <p>575 students or 41.7% scored below 70% 343 students or 24.0% scored between 70-79% 269 students or 19.5% scored between 80-89% 189 students or 13.7% scored 90% or higher 4 students or 0.3% were not assessed</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>with such a short amount of time for summer school courses, this can be difficult. Students can create a cheat sheet as they go of all formulas and theorems from different chapters, this way they will have a full compellation when its time to take the final exam.</p>
	<p>Adult Basic Education - BSHS GEOM - High School Geometry - Parallel Lines - Students will apply theorems involving the properties of parallel lines.</p> <p>Equipment Resources Required: textbooks, computer software</p> <p>Training Resources Required: Faculty training</p>	<p>Assessment Method: Students will complete the textbook problem set for chapter 3 section 3.</p> <p>Criterion: 70% of the students will achieve a score of 70% or better on the assigned questions. Assignments will be graded by a math instructor as either correct or incorrect.</p>	<p>06/10/2010 - 79% of the 9 students were able to correctly identify the different angles and then apply theorems and postulates to determine the requires angle measures.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>06/10/2010 - The target percent was achieved, however: -More emphasis will be placed on the examples used in the notes so that more students will be successful on this topic. -Student aides will also be apprised of the results so that extra assistance is provided in this area.</p>
	<p>Adult Basic Education - BSHS HLTH - High School Health - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion:</p>	<p>09/20/2010 - The following is a complete breakdown of grades earned by students in Health for the course midterm and final exam.</p> <p>139 students or 14.4% scored below 70%</p>	<p>08/02/2011 - 1. 75% of students should be able to pass the final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>75% of students will pass the final exam with a 70% or better.</p>	<p>185 students or 19.2% scored between 70-79% 379 students or 39.4% scored between 80-89% 255 students or 26.5% scored 90% or higher 4 students or 0.4% were not assessed</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>major standards, and are in a presentable and readable format.</p> <p>3. Instructors will use the final exam rubric as a guideline for writing the final exam.</p> <p>4. Instructors will supply students with a final examination study guide.</p>
	<p>Adult Basic Education - BSHS KEY - High School Typing/Keyboarding (Intro to Comp App) - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>09/20/2010 - The following is a complete breakdown of grades earned by students in Keyboarding for the course midterm and final exam.</p> <p>28 students or 32.9% scored below 70% 25 students or 29.4% scored between 70-79% 20 students or 23.5% scored between 80-89% 12 students or 14.1% scored 90% or higher</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>08/02/2011 - 1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format.</p> <p>2. Instructors will use the final exam rubric as a guideline for writing the final exam.</p> <p>3. Instructors will supply students with a final examination practice guide.</p>
	<p>Adult Basic Education - BSHS MUSC - High School Music Appreciation - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required:</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>09/20/2010 - The data shows that a majority of students (82.8%) achieved at least a 'basic' understanding of the elements of music, and were able to place them in their correct historical context. 65.1% were in proficient or advanced range. This</p>	<p>02/07/2011 - While the data shows we are achieving the goal of 75%, I believe there are still some gaps in the learning process. After looking at the results from the finals, I think a higher emphasis needs to be placed on the listening and identifying different genres and time periods of music. A better</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>		<p>exceeds the requirement that 75% of all students achieve a basic understanding of the material.</p> <p>The following is a complete breakdown of grades earned by students in Music Appreciation for the course midterm and final exam.</p> <p>28 students or 17.2% scored below 70% 29 students or 17.8% scored between 70-79% 28 students or 17.2% scored between 80-89% 78 students or 47.9% scored 90% or higher</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>understanding of form and texture will help with this. The rigor of the test is appropriate, as is the standard of 75% of students achieving a basic understanding of the material.</p>
	<p>Adult Basic Education - BSHS PHSC - High School Physical Science - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>		
	<p>Adult Basic Education - BSHS PREA - High School Pre-Algebra - Final Exam - Students will pass the final exam.</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p>		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>		
	<p>Adult Basic Education - BSHS PSY - High School Psychology - Final Exam - Students will pass the final</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>		
	<p>Adult Basic Education - BSHS SOC - High School Sociology - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Adult Basic Education - BSHS SPN1 - High School Spanish, Conversation and Writing (Spanish 1) - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>09/20/2010 - Spanish 1: The following is a complete breakdown of grades earned by students in Spanish 1 for the course midterm and final exam.</p> <p>34 students or 8.3% scored below 70% 54 students or 13.2% scored between 70-79% 101 students or 24.8% scored between 80-89% 214 students or 52.5% scored 90% or higher</p> <p>Spanish 1S: Data shows that 85.5% of students scored basic or above in the comprehensive Spanish for Spanish Speakers I exam. Students were tested on basic verb tenses: present, preterit, imperfect, future, and conditional. Students were also given the opportunity to be tested on the listening comprehension as well as their reading comprehension.</p> <p>The following is a complete breakdown of grades earned by students in Spanish 1S for the course midterm and final exam.</p> <p>8 students or 14.5% scored below 70% 12 students or 21.8% scored between 70-79% 21 students or 38.2% scored between 80-89% 14 students or 25.5% scored 90% or higher</p> <p>Summary of Data Type: Criterion Met</p>	<p>01/27/2011 - Data shows that the preterit form especially the irregular verbs continue to be the most difficult verb tense for students in Spanish 1. We must emphasize the rules including the written accent mark with multiple opportunities for students to practice in order to re-learn the proper way to write and say words in the preterit.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>Summary of Data Status: Open</p>	
	<p>Adult Basic Education - BSHS SPN2 - High School Spanish 2 - Final Exam - Students will pass the final</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>09/20/2010 - Spanish 2: Data shows that 91.5% of students scored basic or above in the comprehensive Spanish 2 exam. Students were tested on basic verb tenses: present, preterit, imperfect, future, and conditional. Students were also given the opportunity to recite anecdotes and retell information that was presented.</p> <p>The following is a complete breakdown of grades earned by students in Spanish 2 for the course midterm and final exam.</p> <p>9 students or 80.5% scored below 70% 19 students or 17.9% scored between 70-79% 38 students or 35.8% scored between 80-89% 40 students or 37.7% scored 90% or higher</p> <p>Spanish 2S: Data shows that 99% of students scored basic or above in the comprehensive II exam, of which 73.9% of students scored proficient or above. Students were tested on basic verb tenses: present, preterit, imperfect, future, conditional, present and imperfect subjunctive as well as compound tense from the perfect to the pluperfect. Students were also given the opportunity to analyze and deduce information from authentic newspaper article to test</p>	<p>01/27/2011 - Data shows that although the majority of students (73.6%) scored proficient or above. In order to increase that number, more emphasis needs to be made on the oral language. Students need multiple opportunities to gain confidence in order to use their new language in an authentic setting.</p> <p>01/27/2011 - In order to increase the number of students achieving a score of proficient students must be given more opportunity to practice analyzing and deducing information from authentic sources in the target language. Student need more exposure to news video and audio clips as well and a variety of written works.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>their reading comprehension and ability to synthesize information.</p> <p>The following is a complete breakdown of grades earned by students in Spanish2S for the course midterm and final exam.</p> <p>1 students or 1% scored below 70% 20 students or 20.8% scored between 70-79% 61 students or 63.5% scored between 80-89% 10 students or 10.4% scored 90% or higher 4 students or 4.2% were not assessed</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	
	<p>Adult Basic Education - BSHS USHS - High School United States History - Final Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>Assessment Method: Students will take a midterm exam and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>07/18/2011 - For Spring 2011, the data shows that 29% of the students achieved Below Basic and 71% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was met. The following is a complete breakdown of grades. 6 students or 29% scored below 70% 4 students or 19% scored between 70-79% 4 students or 19% scored between 80-89% 7 students or 33% scored 90% or higher</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/01/2011 - Students need more time for study and increase study materials. Time will be set aside specifically to aide in the review process before the final in order to increase grades.</p>
			<p>09/20/2010 - The following is a complete breakdown of grades</p>	

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>earned by students in US History for the course midterm and final exam. 132 students or 15.8% scored below 70% 264 students or 31.5% scored between 70-79% 282 students or 33.7% scored between 80-89% 160 students or 19.1% scored 90% or higher</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/02/2011 - 1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 2. Instructors will use the final exam rubric as a guideline for writing the final exam. 3. Instructors will supply students with a final examination study guide.</p>
	<p>Adult Basic Education - BSHS USHS - High School United States History - Great Depression - Students will be able to analyze the causes and experiences of the Great Depression.</p>	<p>Assessment Method: Students will complete a PowerPoint research presentation on the great depression.</p> <p>Criterion: 70% of students will score at least an 80% in each category (information about the Great Depression, Significance of the Great Depression) of the faculty created rubric.</p>		
	<p>Adult Basic Education - BSHS USHS - High School United States History - World War 2 - Students will analyze the American rationale for entering World War II.</p>	<p>Assessment Method: Students will complete assignment #13, the webquest on the attack on Pearl Harbor.</p> <p>Criterion: 70% of students will score at least an 80% in each category (origins of US involvement, Research and evidence) of the faculty created rubric.</p>	<p>06/14/2010 - Out of a sample size of 13 students the average score was 86%.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>06/14/2010 - The United States History B students met their objective. This indicated that students have enough prior knowledge to adequately complete their assignment.</p>
	<p>Adult Basic Education - BSHS WHS - High School World History - Final</p>	<p>Assessment Method: Students will take a midterm exam</p>	<p>07/18/2011 - For Spring 2011, the data shows that 29% of the students</p>	

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Exam - Students will pass the final exam.</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: Computers, printer, test scantron</p> <p>Staffing Resources Required: Hourly clerical support</p> <p>Training Resources Required: Technical training (Banner, Grading software)</p> <p>Other Resources Required: Grading software, scantrons</p>	<p>and/or a cumulative final exam.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 75% of students will pass the final exam with a 70% or better.</p>	<p>achieved Below Basic and 71% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was met. The following is a complete breakdown of grades. 5 students or 29% scored below 70% 6 students or 35% scored between 70-79% 5 students or 29% scored between 80-89% 1 students or 5% scored 90% or higher</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>09/20/2010 - The following is a complete breakdown of the grades earned by students in World History for the course midterm and final exam.</p> <p>293 students or 28% scored below 70% 277 students or 26.4% scored between 70-79% 274 students or 26.1% scored between 80-89% 202 students or 19.3% scored 90% or higher 2 students or 0.2% were not assessed</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>08/01/2011 - Often the students know that there grade is not going to be affected by the final if they perform poorly. For example, if a student has 75% and receives a 55% on the final they are still going get to receive a C in the class (even if they get an A on the final they will not get a B in the class).</p> <hr/> <p>08/02/2011 - 1. 75% of students should be able to pass the final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.</p>
	<p>Adult Basic Education - BSHS WHS - High School World History - World War 2 - Students will analyze the Nazi policy of pursuing racial purity.</p>	<p>Assessment Method: Students will complete the Holocaust PowerPoint presentation</p> <p>Criterion:</p>		

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		70% of students will score at least an 80% in each category(analyzing the policy of racial purity, the transformation of this policy into the final solution, transformation of this policy into the Holocaust) of the faculty created rubric.		
	Adult Basic Education - BSHS WHS - High School World History - World War 1 - Students will analyze the major causes and effects of the first World War.	<p>Assessment Method: Students will complete a PowerPoint presentation that reviews the major causes and effects of World War 1</p> <p>Criterion: 70% of students will score at least an 80% in each category of the faculty created rubric.</p>		
	<p>Continuing Education Division Office - BS LRN50 - Learning Support Laboratory - Skills Development - Computer Use for Completing Assignments - Students will develop skills for using computer-based resources to successfully complete academic/vocational assignments.</p> <p>Classification of Resources Requested: Short-Term Need</p> <p>Is this SLO also a GEO?: No</p> <p>Staffing Resources Required: LAC Faculty help to identify needed computer skills. Learning Lab staff to create and deliver workshops. Assistance from RIE in constructing survey.</p> <p>Training Resources Required: Learning Lab staff development for creating workshop and delivering content.</p>	<p>Assessment Method: On a survey, students will self-report their level of agreement or disagreement with the following statement: In this lab I developed computer skills that helped me successfully complete my assignments.</p> <p>Criterion: 70 % of students will report "Agree" or "Strongly Agree" on a 5-point Likert Scale.</p> <p>Assessment Method: Students who complete the software workshop will be assessed for their improvement of skills.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 70% of students will show increased knowledge of the software.</p>		

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	<p>Continuing Education Division Office - VOC AGR26 - Floral Design 2 - Intermediate Design Skills - Students will apply individual creative styles and unusual flower forms to create floral designs.</p> <p>Classification of Resources Requested: None</p> <p>Is this SLO also a GEO?: No</p>	<p>Assessment Method: Individual skill demonstrations of floral design.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 70% average on scored rubrics.</p>		
	<p>Continuing Education Division Office - VOC AGR27 - Floral Design 3 - Designs for Occasions - Students will apply principles of floral design for special occasions.</p> <p>Is this SLO also a GEO?: No</p> <p>Staffing Resources Required: Assigned faculty</p>	<p>Assessment Method: Individual skill demonstrations of floral design.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 70% average on scored rubrics.</p>		
	<p>Continuing Education Division Office - VOC HTH04 - Acute Care Nursing Assistant - Final Examination - Students in Acute CNA will pass their final examination.</p> <p>Is this SLO also a GEO?: No</p> <p>Staffing Resources Required: Assigned Faculty</p>	<p>Assessment Method: Standardized final examination.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 70% pass rate</p>		
	<p>ESL - ESL LVL1 - ESL - Level 1 - Listening Comprehension - Students will demonstrate comprehension of basic vocabulary, phrases, and commands used in everyday situations.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p>	<p>Assessment Method: By the end of the term, at least 70% of the students in Level 1 will pass the listening comprehension portion of an exam given by their Level instructor.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: Pass = 12 out of 20 listening items answered correctly.</p>	<p>06/27/2011 - 92% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Closed</p>	<p>06/27/2011 - The Level 1 instructors liked that the SLO is incorporated as part of the final exam. They recommend providing students with more listening practice in class. The instructors also suggest that the passing score be raised since the passing rate was high (92%).</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>ESL - ESL LVL4 - ESL - Level 4 - Listening Comprehension - Students will be able to detect the the mood and urgency of a message based on an audio segment of a conversation.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p>	<p>Assessment Method: By the end of the term, at least 65% of the students in Level 4 will pass the listening comprehension portion of an exam given by their level instructors.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: Pass - 12 out of 20 correct</p>	<p>06/27/2011 - 99% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Closed</p>	<p>06/27/2011 - Level 4 students are improveing their listening skills. The Level 4 instructors used various websites to help students strengthen their listening skills. The instructors recommend doing more dictation practice in class and raising the passing score due to a high passing rate (99%).</p>
	<p>ESL - ESL LVL5 - ESL - Level 5 - Listening Comprehension - By the end of the term, at least 70% of the students in Level 5 will be able to correctly answer at least 12 out of 20 listening comprehension questions given by their level instructors.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p>	<p>Assessment Method: By the end of the term, at least 70% of the students in Level 5 will pass the listening comprehension portion of an exam given by their level instructors.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: Pass = 12 out of 20 correct responses.</p>	<p>06/27/2011 - 96% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Closed</p> <p>notes: The students at this advanced level are improving their listening skills. The Level 5 instructors recommend providing students with more interence type questions similar to the questions on the assessment in order to better prepare students for academic advancement.</p>	
	<p>ESL - ESL LVL6 - ESL - Level 6 - Listening Comprehension - By the end of the term, at least 70% of the students in Level 6 will be able to correctly answer at least 12 out of 20 listening comprehension questions given by their level instructors.</p> <p>Classification of Resources</p>	<p>Assessment Method: By the end of the term, at least 70% of the students in Level 6 will pass the listening comprehension portion of an exam given by their instructors.</p> <p>Assessment Method Category: Course Embedded Test</p>	<p>06/27/2011 - 94% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Closed</p>	<p>06/27/2011 - The Level 6 instructors indicated that integrating the SLO into the final exam helped reduce student anxiety and streamlined the grading process. The instructors recommend providing students with more listening practice in class and</p>

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	<p>Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p>	<p>Criterion: Pass = 12 out of 20 correct responses</p>		<p>in the computer lab.</p>
	<p>ESL - ESL WRTB - ESL - Writing B - Editing - Intermediate level ESL students will edit a short composition and complete a worksheet provided by the instructor.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p> <p>Equipment Resources Required: ESL Computer Lab access for students</p> <p>Training Resources Required: Faculty training in rubric</p> <p>Staffing Resources Required: ESL Outcomes Team (Adjunct faculty paid through NTFA) for development, implimentation, & data analysis</p> <p>Other Resources Required: WIA Title II, 231 Grant + Basic Skills Funds</p>	<p>Assessment Method: Writing B instructor will evaluate each student based on their editing worksheet using a rubric with sub-scores for topic sentence, identifying parts of speech, identifying mistakes, correcting mistakes, and concluding sentence.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 70% of the students who complete this activity will pass with a minimum of 14 out of 20 points.</p>	<p>01/11/2011 - The Writing B instructors reported student scores on rubric assessments. Results indicate that 66.7% of all students who participated in this SLO received a passing score of 14 out of 20 points or higher.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Closed</p>	<p>06/28/2011 - Instructors reported that the assessment format was easier to grade. However, the passing rate did not meet the criterion of 70%. Students need to practice more and improve editing skills, a basic writing process; instructors need to adjust their curriculum to make sure they allocated adequate time on this important objective.</p>
	<p>ESL - ESL WRTC - ESL - Writing C - U.S. Company Report (VESL) - Advanced-level Vocational English as a Second Language (VESL) students will individually write a one-page report on the company they researched in teams.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p>	<p>Assessment Method: ESL writing rubric</p> <p>Assessment Method Category: Other</p>	<p>11/02/2010 - The VESL Writing C instructors reported student scores on rubric assessments. Results indicate that 98% of all students who participated in this SLO received a passing score of 10 out of 15 points or higher. The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score. However,</p>	<p>11/04/2010 - The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score. However, in the evening class, 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 5 students were regularly attending the class. The number of students who participate</p>

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	<p>Equipment Resources Required: In-class computer station, VESL Computer Lab & PowerPoint Projector</p> <p>Staffing Resources Required: ESL Faculty Coordinator for SLO development and training + ESL Learning Resource Technician (Position Request submitted)</p> <p>Other Resources Required: WIA Title II, 231 Grant for Learning Resource Tech position</p>		<p>in the evening class, 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 5 students were regularly attending the class.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Closed</p>	<p>in the assessment needs to improve. Next steps will include a survey of the reasons for the non-participation of students in order to improve instructional and support services for the VESL program.</p> <hr/> <p>11/02/2010 - The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score.</p> <p>Follow-Up: 11/15/2010 - Follow up inquiry in the evening class indicates that 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 4 students were regularly attending the class. Of those 4 students, 2 students completed the assessment late, but the other 2 students did not due to low motivation and/or work schedule conflict. VESL instructors will take this information into consideration when reviewing curriculum and instructional strategies specific to the evening program.</p>
	<p>Older Adult Programs - OAD ELL05 - Lifelong Learning Through Current World Events - Discuss current events - The students in the Lifelong</p>	<p>Assessment Method: All students in Lifelong Learning through Current World Events classes will participate in</p>	<p>06/28/2010 - During the Spring 2010 semester 32% of students in the Lifelong Learning through Current World Events classes increased,</p>	<p>06/28/2010 - Will continue testing again during the Spring 2011 semester.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Learning through Current World Events classes will at least maintain their individual level of discussing current events through experiential group discussion.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>experiential class discussions with the instructor documenting standardized observations at two points in a semester (beginning and end). The instructor will note each students score.</p> <p>Assessment Method Category: Standardized Test</p> <p>Criterion: 50% of the students will at least maintain their individual level of discussing current events through group discussions as noted on record sheets maintained in class by the instructor.</p>	<p>maintained, and 21% decreased their individual level of discussing current events through experiential group discussion.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	
	<p>Older Adult Programs - OAD ELL05 - Lifelong Learning Through Current World Events - Discuss influence of events - The students in the Lifelong Learning through Current World Events classes will at least maintain their individual level of describing the influence of specific events in relation to local and global environments through experiential group discussion.</p> <p>Staffing Resources Required: Non-teaching faculty funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training Workshop</p>	<p>Assessment Method: All students in Lifelong Learning through Current World Events classes will participate in experiential class discussions with the instructor documenting standardized observations at two points in a semester (beginning and end). The instructor will note each student's score on record sheets maintained in class by the instructor.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least maintain their individual level of discussing current events through group discussions</p>	<p>06/28/2010 - During the Spring 2010 semester 33% of students in the Lifelong Learning through Current World Events classes increased, 57% maintained, and 10% decreased their individual level of describing the influence of specific events in relation to local and global environments through experiential group discussion.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>06/28/2010 - Will test again during the spring 2011 semester.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
<p>Student Learning Goals - Student Learning Goal 3. Lifelong learners who: take responsibility for setting</p>	<p>Adult Basic Education - BS ABE01 - Career Info and Guidance -</p>	<p>Assessment Method: During their first semester of</p>		

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and implementing educational plans; recognize and apply learning strengths; participate productively in the community.	<p>Educational plan - GED/Adult high school students will develop an educational plan.</p> <p>Equipment Resources Required: Database system, upgrades to internal database and enhancements to Banner</p> <p>Staffing Resources Required: data entry</p> <p>Training Resources Required: training on banner, database system</p>	<p>enrollment, GED students will meet with the instructor, and Adult Diploma students will meet with counselors. Faculty will provide students with appropriate calendars and planning tools to develop an educational plan. GED students and Adult Diploma students will be reported separately.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of students who complete orientation will complete an educational plan with a faculty member using a form provided by the counselor.</p>		
	<p>Adult Basic Education - BS ABE01 - Career Info and Guidance - Matriculation process - ABE students who attend orientation will be able to describe the matriculation process.</p> <p>Classification of Resources Requested: Maintenance Need</p> <p>Is this SLO also a GEO?: No</p>	<p>Assessment Method: After attending orientation, a sample of GED/AD students will be given a short questionnaire to gauge level of comprehension on the non-credit matriculation process. Counseling faculty will create this questionnaire in Spring 2009.</p> <p>Criterion: 70 % of students sampled will answer 70% of the questions correctly regarding the matriculation process.</p>		
	<p>Adult Basic Education - BS ABE04 - Guidance and Orientation - Educational plan - GED/Adult high school students will develop an educational plan</p> <p>Is this SLO also a GEO?: No</p>	<p>Assessment Method: Counselors will collect data on new AD/GED students directly after orientations to determine if the student followed through with their educational plans.</p> <p>Assessment Method Category: Other</p> <p>Criterion:</p>	<p>07/18/2011 - 43% of new Adult Diploma students and 35% of new GED students completed an educational plan.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>07/28/2011 - Recent data (July 2010 ? May 2011) obtained by student survey indicate that of the 576 students that attended the Adult High School Diploma Orientation, a Preliminary Credit Check (PCC) could be developed for 43% of those students. A PCC can only be created if the student</p>

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		<p>70% of all new students will develop an educational plan (IEP, Grad Contract, Preliminary Credit Check).</p>		<p>provides us with some transcript. Students are advised to bring a copy of their most recent transcript with them to the orientation. All students however, complete a transcript request form during the orientation which we fax directly to named schools. There are a variety of situations that could explain why more transcripts are not received.</p> <ul style="list-style-type: none"> -Student does not bring in most recent transcript to orientation -Student perhaps attended schools/districts that now requires fees to obtain transcripts -Student completes transcript request form, but we never receive a transcript -Transiency and life barriers for some students -Student has out of country transcripts that could be costly to translate <p>Recommendations:</p> <ul style="list-style-type: none"> -Require student to bring in copy of most recent transcript to orientation -Notify students within a designated period of time that we have not yet received any transcripts and determine whether or not student is still interested in moving forward through program. <p>GED Students:</p> <p>It is evident that the GED students are especially transient. More focused efforts need to be made to assist these students in following through with the noncredit matriculation plan. This would</p>

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	<p>Adult Basic Education - BS ABE04 - Guidance and Orientation - Matriculation process - ABE students who attend orientation will be able to describe the matriculation process.</p> <p>Is this SLO also a GEO?: No</p>	<p>Assessment Method: Students will be given a survey at the end of orientation listing the steps to matriculation. The data will be collected at the end of May and tabulated.</p> <p>Assessment Method Category: Survey</p> <p>Criterion: 75% of students attending orientation will be able to list 4 of 5 steps of the noncredit matriculation process.</p>	<p>07/19/2011 - Of the 246 students who attended the Adult Diploma and GED orientation, 194 students or 79% of students were able to name 4-5 of the 5 steps to matriculation into the programs.</p> <p>Although the criteria was met, once the data was disaggregated among the two programs, the following summary demonstrates that there was a difference in awareness of the matriculation steps between the students attending the GED orientations and those attending the Adult Diploma orientations.</p> <p>AD: 205 students who attended the Adult Diploma orientation took the survey. Of these 173 (84%) were able to name 4-5 of the 5 steps to matriculation into the diploma program.</p> <p>GED: 41 students who attended the GED orientation took the survey. Of these, 21 (51%) were able to name 4-5 of the 5 steps to matriculation into the GED program.</p> <p>Summary of Data Type: Criterion Met</p>	<p>includes a timely and systematic follow-up of those attending orientations. ABE staff needs to call the students after two weeks to offer support in completing the matriculation process and beginning their program.</p> <hr/> <p>07/28/2011 - This data infers that most of the students understood the noncredit matriculation process and that the criterion was met. Furthermore, those attending the Adult Diploma orientation clearly demonstrated that they knew the steps needed to complete the enrollment process as 84% were able to name 4 or 5 matriculation steps. However, many attending the GED orientation did not demonstrate that they were as informed of the steps (49%). This means that almost half left the orientation without knowing the steps to completing the noncredit matriculation process. Some suggestions are:</p> <ol style="list-style-type: none"> 1. Evaluate the orientation materials for GED to determine if there is ample and clear documentation of the matriculation steps. 2. Evaluate the presentation order and delivery to ensure that different learning styles are addressed. 3. Consider different presentation styles, i.e, mixture of PPT, lecture, grouping.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			Summary of Data Status: Open	
	Adult Basic Education - BS LRN06 - Personal Computer Applications - Microsoft Excel - Students will demonstrate skills in MS EXCEL that will benefit personal, career, and college advancement. Classification of Resources Requested: Maintenance Need Is this SLO also a GEO?: No Equipment Resources Required: computers, software, computer books Staffing Resources Required: nonteaching faculty hours, full-time faculty	Assessment Method: Student samples will be collected by faculty and lab staff. Criterion: (a) 90% of Personal Computer Applications students will be able to score at least a "2" out of "3" overall on test #5 according to the rubric. Students have up to 3 attempts to complete this task.	05/20/2010 - Six students (of 9) successfully produced a chart that met all of the criteria on the rubric on the first attempt. Three students struggled predominately with formulas and margins. Two of those students passed on the second attempt, and one student passed on the third attempt. Students who have attended classes have done better than those who haven't.	06/30/2010 - Although students met all the criteria, the largest area for improvement was related to using formulas correctly. Students will meet with instructor before first test to discuss what is expected.
		Assessment Method: Students will create a worksheet and a column chart and be assessed for content, accuracy, and quality on a faculty created rubric. Assessment Method Category: Other Criterion: 70% of students will earn a pass on a faculty created rubric within three (3) attempts.	07/18/2011 - 77% of students earned a pass on the demonstration of skills for the EXCEL worksheet. Summary of Data Type: Criterion Met Summary of Data Status: Open	07/18/2011 - Most students are able to successfully create a worksheet and column chart in EXCEL. Students would also benefit from reviewing the rubric used to grade the assignment and get further instruction on areas of weakness.
	Continuing Education Division Office - VOC AGR25 - Floral Design 1 - Principles of design - Students will	Assessment Method: Individual demonstrations of floral arrangement skills.		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>create arrangements showing basic principles of floral design including asymmetry and symmetry. Classification of Resources Requested: None Is this SLO also a GEO?: No</p>	<p>Assessment Method Category: Course Embedded Test Criterion: 70% or better average score of all rubrics.</p>		
	<p>ESL - ESL PLVL1 - ESL Pre-Level 1 - DMV Services & Driving - Students will be able to describe services offered at the DMV as well as identify roadside signs and traffic signals. Classification of Resources Requested: Long-Term Need Is this SLO also a GEO?: No Equipment Resources Required: In-class computer station, ESL Computer Lab access, ESL Online Reservation via ESL Database Training Resources Required: Development/Revision of English Literacy & Civics material for Assessor training Staffing Resources Required: ESL Learning Resources Technician (Position Request submitted); ESL Instructional Support Assistants (Position Request submitted); Student Assistants as "Outside Assessors" (231 Grant mandate) Other Resources Required: WIA Title II, 231 Grant</p>	<p>Assessment Method: by the end of the term, 70% of the students will receive a passing score on the Additional Assessment Plan rubric administered by trained ESL assessors. Assessment Method Category: Course Embedded Test Criterion: Pass = 11 out of 21 points Assessment Method: Oral & Written Response to the following Tasks: 1) Understand Road Signs & Signals, 2) Identify car types & car parts, 3) List Driver's License requirements. Assessment Method Category: Course Embedded Test Criterion: 70% of the students will receive a passing score of 11 or more from a total of 21 points on the CASAS/E.L. Civics assessment plan.</p>	<p>01/11/2011 - 98% of the Pre-Level 1 learners (148 students) passed with a minimum score of 11 points. Summary of Data Type: Criterion Met Summary of Data Status: Closed</p>	<p>06/28/2011 - The instructors used various instructional methods to reach students' learning styles, which contributed to the high pass rate. However, several instructors did not use proper forms or report the necessary scores. The ESL Outcomes Team needs to facilitate better communication on this issue.</p>
	<p>ESL - ESL WRTC - ESL - Writing C - Summary and Response Composition - Advanced ESL students will write a composition that consists of a summary and response</p>	<p>Assessment Method: Instructor will evaluate a student's summary and response composition using a rubric with sub-scores for content & organization, structure</p>	<p>06/22/2010 - The Writing C instructors reported student scores on rubric assessments. Results indicate that 88% of all students who participated in this SLO passed.</p>	<p>06/22/2010 - The instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>nonfiction reading (e.g., newspaper, magazine). The composition includes the title of the selection, the author, the source, the general idea of the entire article, and only the most essential points.</p> <p>Is this SLO also a GEO?: No</p>	<p>and mechanics.</p> <p>Assessment Method Category: Course Embedded Test</p> <p>Criterion: 70% of the students who complete a summary/response composition will receive a minimum passing score of 10 out of 15 points.</p>	<p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Closed</p>	<p>thoroughly in class. Also, there was confusion in regard to scoring method of the rubric. The ESL Outcomes Team needs to clarify this aspect of the rubric.</p>
	<p>Older Adult Programs - DSPTS ELL01 - Lifelong Learning for the Special Needs Population - Expressive communication - The students in Lifelong Learning for Special Needs will demonstrate improved expressive communication skills.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in Lifelong Learning for Special Needs class will produce a class project that demonstrates improved communication skills. The instructor will evaluate each student's project using a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficient ability to follow multi task direction.</p>	<p>08/25/2011 - During the Spring 2011 semester 35% of the students demonstrated advanced expressive communication, 50% were proficient, while 15% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p>
	<p>Older Adult Programs - DSPTS ELL01 - Lifelong Learning for the Special Needs Population - Receptive communication - The students in Lifelong Learning for Special Needs will demonstrate improved receptive communication skills.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in Lifelong Learning for Special Needs class will produce a class project that demonstrates use of basic cognitive function. The instructor will evaluate each student's project using a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least demonstrate proficient receptive communication skills.</p>	<p>08/25/2011 - During the spring 2011 semester 35% of the students demonstrated advanced receptive communication, 50% were proficient, while 15% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p>
	<p>Older Adult Programs - OAD ELL03 - Lifelong Learning for Older Adults - Crafts - Construct a craft - The students in Lifelong Learning for Older Adults Crafts classes will</p>	<p>Assessment Method: All students in Lifelong Learning for Older Adults Crafts will produce a class project that demonstrates</p>	<p>08/25/2011 - During the spring 2011 semester 26% of the students were advanced in proper construction of a craft, 45% were proficient, while</p>	<p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>construct a craft item through observation and instruction through a personal class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO workshop</p>	<p>construction of a craft item. The instructor will evaluate each students project using a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 65% of the students will at least display proficiency in construction of a craft item.</p>	<p>29% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/28/2010 - During the Spring 2010 semester 51% of the students in Lifelong Learning for Older Adults Crafts showed advanced skills in construction of a craft, 28% showed proficient skills, and 21% showed emerging skills.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<hr/> <p>06/28/2010 - Will continue testing again during the 2011 Spring semester.</p> <hr/>
	<p>Older Adult Programs - OAD ELL03 - Lifelong Learning for Older Adults - Crafts - Proper use of craft tools - The students in Lifelong Learning for Older Adults Crafts classes will demonstrate proper use of craft tools through a personal class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO workshop</p>	<p>Assessment Method: All students in Lifelong Learning for Older Adults Crafts classes will produce an appropriate class project that demonstrates proper use of craft tools. The instructor will evaluate each student's project using a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 65% of the students will at least display proficiency in proper tool usage.</p>	<p>08/25/2011 - During the spring 2011 semester 38% of the students were advanced in proper use of craft tools, 33% were proficient, while 29% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/28/2010 - During the Spring 2010 semester 51% of the students in Lifelong Learning for Older Adults Crafts classes showed advanced use of craft tools, 28% showed proficient use, and 21% showed emerging use.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<hr/> <p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p> <hr/> <p>06/28/2010 - Will continue testing again during the spring 2011 semester.</p> <hr/>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Older Adult Programs - OAD ELL04 - Lifelong Learning for Older Adults - Short term memory - The students in the Lifelong Learning for Older Adults classes will at least maintain their individual level of short term memory.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in Lifelong Learning for Older Adults classes will take the same class-appropriate short term memory skills test at two points in a semester (beginning and end). The instructor will note each student's score.</p> <p>Assessment Method Category: Standardized Test</p> <p>Criterion: 50% of the students will at least maintain their individual level of short term memory as noted on record sheets maintained in class by the instructor.</p>	<p>08/30/2011 - During the Spring 2011 semester 42% of the students increased their short term memory, 42% maintained their short term memory, and 16% decreased their short term memory.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/28/2010 - During the Spring 2010 semester 13% of students increased their short-term memory, 75% maintained their short-term memory, and 12% decreased their short-term memory.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>07/24/2009 - During the Spring 2009 semester 41% of students increased their short-term memory, 38% maintained their short-term memory, and 21% decreased their short-term memory.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>05/28/2009 - During the 2009 spring semester 100% of students completing testing maintained short term memory.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/30/2011 - Will continue to test again during the spring 2012 semester.</p> <hr/> <p>06/28/2010 - Will test again during the Spring 2011 semester.</p> <hr/> <p>07/24/2009 - Re-evaluate and adjust test for short-term and long-term memory. Encourage and emphasize the importance of students completing both rounds of testing. Will test again in Spring 2010.</p> <hr/> <p>05/28/2009 - Fine tune SLO's and continue testing again in Spring 2010.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Older Adult Programs - OAD ELL04 - Lifelong Learning for Older Adults - Long term /cognitive - The students in Lifelong Learning for Older Adults classes will at least maintain their individual level of long term memory.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in Lifelong Learning for Older Adults classes will take the same class-appropriate long term memory skills test at two points in a semester (beginning and end). The instructor will note each student's score.</p> <p>Assessment Method Category: Standardized Test</p> <p>Criterion: 50% of the students will at least maintain their individual level of short term memory as noted on record sheets maintained in class by the instructor.</p>	<p>08/30/2011 - During the Spring 2011 semester 54% of the students increased their long term memory, 36% of the students maintained their long term memory, while 10% decreased their long term memory.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/28/2010 - During the Spring 2010 semester 12% of students increased their long-term memory, 83% maintained their long-term memory, and 5% decreased their long-term memory.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>07/24/2009 - During the Spring 2009 semester 45% of students increased their long-term memory, 36% maintained their long-term memory, and 20% decreased their long-term memory.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/30/2011 - Will review SLO and make adjustments to the SLO and continue to test again during the Spring 2012 semester.</p> <hr/> <p>06/28/2010 - Will test again during the Spring 2011 semester.</p> <hr/> <p>07/24/2009 - Re-evaluate and adjust testing to ensure students complete both rounds of testing. Will continue testing during Spring 2010 semester.</p>
	<p>Older Adult Programs - OAD FNA01 - China Painting - Display proper brush strokes - The students in China Painting Classes will display proper brush strokes through personal class projects.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO</p>	<p>Assessment Method: All students in China Painting Classes will produce a class project that demonstrates proper brush strokes. The instructor will evaluate each student's project using a rubric.</p> <p>Assessment Method Category: Other</p>	<p>07/14/2011 - During the Spring 2011 semester 23% of the students were advanced in Brush strokes techniques, 47% were proficient in brush strokes techniques, 30% were emerging in their brush stroke techniques.</p> <p>Summary of Data Type: Criterion Met</p>	<p>07/14/2011 - Will continue to test again during the Spring 2012.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Criterion: 50% of the students will at least display proficiency in brush stroke techniques.</p>	<p>Summary of Data Status: Open</p> <hr/> <p>10/05/2010 - During the Spring 2010 semester 19% of the students were advanced in brush strokes, 54% were proficient and 27% were</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/12/2009 - During the spring 2009 semester 60% of students were proficient in brush strokes, 40% were emerging in brush strokes.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>02/20/2009 - During the Winter of 2009: 28% of students produced projects that demonstrated proficient brush strokes. 72% of students produced projects that demonstrated emerging brush strokes</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>10/05/2010 - We will continue testing again during the spring 2011 semester.</p> <hr/> <p>06/12/2009 - Fine tune SLO process and continue testing again in Spring 2010.</p> <hr/>
	<p>Older Adult Programs - OAD FNA01 - China Painting - Illustrate color management - The students in China Painting Classes will illustrate proper use of color management used in china painting through completion of a personal class project.</p> <p>Staffing Resources Required:</p>	<p>Assessment Method: All students in China Painting Classes will produce a class project that illustrates proper use of color management used in china painting. The instructor will evaluate each students project using a rubric.</p> <p>Assessment Method Category: Other</p>	<p>07/14/2011 - During the Spring 2011 semester 23% of the students displayed proper use of color management, 47% of the students displayed proficient use of color management, and 30% were emerging.</p> <p>Summary of Data Type: Criterion Met</p>	<p>07/14/2011 - Will continue to test the students again during the Spring 2012 semester.</p> <hr/>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Criterion: 50% of the students will at least display proficient color management.</p>	<p>Summary of Data Status: Open</p> <hr/> <p>07/14/2011 - During the Spring semester 23% of the students displayed proper use of color management, 47% of the students displayed proficient use of color management, 30% of the students displayed emerging use of color management.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>10/05/2010 - During the Spring 2010 semester 24% of the students illustrated advanced color management, 45% of the students were proficient, and 31% of the students were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/12/2009 - During the spring semester 2009 62% of the students were proficient in color management, 39% of the students were emerging in color management.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>02/20/2009 - During the Winter of 2009: 25% of students produced projects that demonstrated proficient Color management. 75% of students produced projects that</p>	<p>07/14/2011 - Will continue to test the students again during the Spring 2012 semester.</p> <hr/> <p>10/05/2010 - Will continue to test students again during the Spring 2011 semester.</p> <hr/> <p>06/12/2009 - Fine tune SLO process and continue testing again in Spring 2010.</p> <hr/>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			01/12/2009 - The outcome was not met 70% of students did not display proficiency in pictorial planning. Summary of Data Type: Criterion Not Met Summary of Data Status: Open	01/12/2009 - Instructor will assess again next semester placing more emphasis on pictorial planning.
	Older Adult Programs - OAD FNA04 - Watercolor Painting - Proper Brush Strokes - All students in Watercolor Painting Classes will produce an appropriate class project that demonstrates proper brush strokes. Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process Training Resources Required: Faculty SLO training workshop	Assessment Method: All students in Watercolor Painting Classes will produce an appropriate class project that demonstrates proper brush stroke techniques in watercolor painting. The instructor will evaluate each student's project using a rubric. Assessment Method Category: Other Criterion: 50% of the students will at least display proficient brush stroke technique.	08/25/2011 - During the Spring 2011 semester 40% of the students were advanced in Brush stroke technique, 50% were proficient, and 10% were emerging. Summary of Data Type: Criterion Met Summary of Data Status: Open 10/05/2010 - During the Spring 2010 semester 35% of the students showed advanced brush stroke technique, and 65% showed proficient brush stroke technique, while 0% were emerging. Summary of Data Type: Criterion Met Summary of Data Status: Open	08/25/2011 - Will continue to test again during the Spring 2012 semester. 10/05/2010 - Will continue to test students again during the Spring 2011 semester.
	Older Adult Programs - OAD FNA04 - Watercolor Painting - Pictorial Planning - All students in Watercolor Painting Classes will produce an appropriate class project that demonstrates proper pictorial planning used in watercolor painting. Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process	Assessment Method: All students in Watercolor Painting Classes will produce a class project that illustrates proper use of pictorial planning used in watercolor painting. The instructor will evaluate each student's project using a rubric. Assessment Method Category: Other Criterion: 50% of the students will at least	08/25/2011 - During the Spring 2011 semester 36% of the students were advanced in pictorial planning, 54% were proficient, and 10% were emerging. Summary of Data Type: Criterion Met Summary of Data Status: Open 10/05/2010 - During the spring 2010 semester 33% of students	08/25/2011 - Will continue to test again during the Spring 2012 semester.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Training Resources Required: Faculty SLO training workshop</p>	display proficient pictorial planning.	<p>demonstrated advanced pictorial planning, 67% demonstrated proficient pictorial planning, while 0% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	10/05/2010 - Will continue to test again during the Spring 2011 semester.
	<p>Older Adult Programs - OAD FNA32 - Drawing ? Beginning Through Advanced - Demonstrate anatomical proportions - The students in Drawing-Beginning through Advanced classes will demonstrate proper anatomical proportions through a personal class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: faculty SLO training workshop</p>	<p>Assessment Method: All students in Drawing-Beginning through Advanced Classes will produce a class project that demonstrates anatomical proportions. The instructor will evaluate each student's project using a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 65% of the students will at least display proficiency in proper anatomical proportions.</p>	<p>08/25/2011 - During the Spring 2011 semester 29% of the students were advanced in anatomical proportions, 57% of the students were proficient, while 14% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <p>06/12/2009 - During the Spring 2009 58% of students demonstrated advanced anatomical proportions, 38% were proficient, and 4% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p> <p>06/12/2009 - Will fine tune SLO process and continue testing in Spring 2010.</p>
	<p>Older Adult Programs - OAD FNA32 - Drawing ? Beginning Through Advanced - Demonstrate shadow casting - The students in Drawing-Beginning through Advanced classes will demonstrate shadow casting through a personal class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required:</p>	<p>Assessment Method: All students in Drawing-Beginning through Advanced Classes will produce a class project that demonstrates shadow casting. The instructor will evaluate each student's project using a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 65% of the students will at least display proficiency in shadow</p>	<p>08/25/2011 - During the spring 2011 semester 32% of the students were advanced in shadow casting, 56% were proficient, while 12% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <p>06/12/2009 - During the spring 2009 semester 42% of students were</p>	<p>08/25/2011 - Will continue to test again during the Spring 2012 semester.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	faculty SLO training workshop	casting.	<p>advanced in shadow casting, 54% were proficient, and 4% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>06/12/2009 - Fine tune SLO process and continue testing students in Spring 2010.</p>
	<p>Older Adult Programs - OAD MOX01 - Healthy Aging - Maintain levels of endurance - The students in Older Adult Physical Conditioning classes will at least maintain their individual levels of endurance.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in older adult physical conditioning classes will take the same class-appropriate endurance test at two points in a semester (beginning and end). An observer will note each students stopping time.</p> <p>Assessment Method Category: Standardized Test</p> <p>Criterion: 50% of the students will at least maintain their individual level of endurance as noted on individual record cards maintained in class by the instructor.</p>	<p>06/10/2011 - During the Fall 2010 semester .07% of the students in Healthy Aging classes decreased their individual level of endurance, 19% of the students maintained, while 73% increased their level of endurance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>06/10/2011 - Will continue to test all Healthy Aging classes again during the Fall 2011 Semester.</p>
			<p>02/19/2010 - During the Fall '09 semester 69% of the students increased their endurance, 25% of the students maintained their endurance, and 6% decreased their endurance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>02/19/2010 - Will test again during the Fall 2010 semester, and continue to fine tune the SLO's for this course.</p>
			<p>06/12/2009 - During the Spring 2009 semester 61% of the students increased their levels of endurance, 33% maintained, and 6% declined.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>06/12/2009 - Fine tune SLO process, encourage students to complete both rounds of testing, and continue testing again in Fall 2009.</p>
			<p>01/21/2009 - During the Fall of 2008:</p>	

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>3% of students decreased their individual levels of endurance. 45% of students maintained their individual levels of endurance. 52% of students increased their levels of endurance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	
			<p>12/11/2008 - During Summer 2008: 17% of students increased their level of endurance. 75% of students maintained their level of endurance. 8% decreased their level of endurance</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>12/11/2008 - Demonstrate to students the benefits of their class participation. Fine tune SLO process for this particular course. Increase student participation in both rotations of testing.</p>
			<p>06/20/2008 - During the spring of 2008</p> <p>21% of students increased their level of endurance. 50% of students maintained their level of endurance. 29% of students decreased their level of endurance</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	
			<p>12/14/2007 - During the Fall of 2007 , 15 out of 15 classes participated. 24% indicated a decrease in their endurance. 41% indicated they at least maintained their endurance. 35% indicated they improved their endurance</p>	<p>05/16/2008 - Increase student participation in all three rotations of testing. Demonstrate to students the benefits of their class participation. Fine tune SLO process for this particular course.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	
	<p>Older Adult Programs - OAD MOX01 - Healthy Aging - Maintain upper body strength - The students in Older Adult Physical Conditioning classes will at least maintain their upper-body strength.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: Classes for older adults will take the same test at three points in a semester (beginning, middle and end). Students will stretch exercise bands of different resistances. The level of resistance and number of repetitions will be noted by the instructor on individual record cards.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least maintain their individual levels by semester end as noted on individual record cards maintained in class by the instructor.</p>	<p>06/10/2011 - During the Fall 2010 semester .06% of the students in the Healthy Aging classes decreased their upper body strength, 10% maintained their upper body strength, while 83% increased their upper body strength.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <p>02/19/2010 - During the Fall '09 semester 87% of the students increased their upper body strength, 6% maintained their upper body strength, and 7% decreased their upper body strength.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <p>06/12/2009 - During the spring 2009 semester 100% of the students increased their upper body strength.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <p>01/21/2009 - During the Fall 2008: 19% of students decreased their upper-body strength. 14% of students maintained their upper-body strength. 66% of the students</p>	<p>06/10/2011 - Will continue to test again during the Fall 2011 semester.</p> <p>02/19/2010 - Will test again during the Fall 2010 semester and continue to fine tune the SLO's for this course.</p> <p>06/12/2009 - Fine tune SLO process, encourage students to complete both rounds of testing, and will continue testing again in Fall 2009.</p> <p>01/21/2009 - Increase students participation in all two testing rotations. Demonstrate to students the benefits of their class participation. Fine tune SLO</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>increased their upper-body strength.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>process for this course.</p> <hr/>
			<p>12/11/2008 - During Summer 2008: 70% of students increased their upperbody strength. 9% of students maintained their upper bosy strength 21% of students indicated a decrease in theri upper bosy strength</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>12/11/2008 - Increase student participation in both rotations of testing. Demonstrate to student s the benefits of their class participation. Finteune SLO process for this particular course</p> <hr/>
			<p>06/20/2008 - During Spring 2008: 63% of students increased their upper body strength. 6% of students maintained their upper body strength. 31% of students indicated a decrease in their upper body strength.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	
			<p>12/14/2007 - During Fall 2007, 15 out of 15 classes participated. 15% of test participants indicated a decrease in their upper body strength. 7% of test participants indicated they at least maintained their upper body strength. 78% of test participants indicated they improved their upper body strength.</p>	<p>12/14/2007 - Increase student participation in all 3 rotations of testing. Demonstrate to students the benefits of their class participation. Fine-tue SLO process for this course.</p> <hr/>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	
	<p>Older Adult Programs - OAD MOX02 - Healthy Aging - Principles of Slow Movement - Balance - Students in Older Adult Mobility Through Exercise - Slow Stretch Tai Chi Movement classes will at least maintain their individual levels of balance.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO workshop</p>	<p>Assessment Method: Students in Older Adult Mobility through exercise - slow stretch tai chi classes will demonstrate proper feet positions using the Horse stance at two points in the semester (beginning and end)</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of students will at least maintain their individual level of balance as noted on record sheets maintained by the instructor.</p>	<p>02/19/2010 - During the fall '09 semester 41% of the students increased their individual levels of balance, 58% maintained their individual levels of balance, and 0% decreased their individual levels of balance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <p>07/24/2009 - During the Spring 2009 semester 91% of students maintained their balance, 9% increased their balance, 0% decreased.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>02/19/2010 - Will test again during the fall 2010 semester and continue to fine tune the SLO process for this course.</p> <p>07/24/2009 - Re-evaluate test for this class and make appropriate changes. Will continue testing during Fall 2009.</p>
	<p>Older Adult Programs - OAD MOX02 - Healthy Aging - Principles of Slow Movement - Mobility - Students in the older adult mobility through exercise - slow stretch Tai Chi movement classes will at least maintain their individual levels of mobility.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO workshop</p>	<p>Assessment Method: All students in older adult mobility through exercise - slow stretch Tai Chi movement classes will take the same mobility test using the Bow stance at two points in a semester (beginning and end).</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least maintain their individual levels of mobility.</p>	<p>02/19/2010 - During the fall '09 semester 60% of the students increased their individual levels of mobility, 39% maintained their individual levels of mobility, and 0% decreased their individual levels of mobility.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <p>07/24/2009 - During the Spring 2009 semester 63% of students</p>	<p>02/19/2010 - Will test again during the fall 2010 semester, and continue to fine tune the SLO process for this course.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>maintained their levels of mobility, 37% increased their levels of mobility and 0% decreased.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>07/24/2009 - Re-evaluate test for mobility and make appropriate changes. Will continue testing during Fall 2009 semester.</p>
	<p>Older Adult Programs - OAD MOX04 - Healthy Aging - Principles of Posture and Flexibility - Maintain level of lower back/hamstring flexibility - The students in Older Adult Mobility Through Exercise Yoga classes will at least maintain their individual levels of lower back and hamstring flexibility.</p> <p>Equipment Resources Required: Flex Box & measuring tape</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in older adult mobility through exercise yoga classes will take the same class-appropriate flexibility test at two points in a semester (beginning and end). An observer will note each students flexibility reach to the nearest ¼ inch while using the flex box tester.</p> <p>Assessment Method Category: Standardized Test</p> <p>Criterion: 50% of the students will at least maintain their individual level of lower back and hamstring flexibility as noted on record sheets maintained in class by the instructor.</p>	<p>01/29/2010 - During the Fall '09 semester 40% of the students increased their lower back and hamstring flexibility, 20% of the students maintained their lower back and hamstring flexibility, and 40% decreased their lower back and hamstring flexibility.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <p>06/05/2009 - During the Spring 2009 semester 78% of students enrolled in Yoga increased their lower back and hamstrings, 11% maintained, and 11% decreased.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>01/29/2010 - Will test again during the Fall '09 semester. Demonstrate importance of lower back and hamstring flexibility for the health and well being of the students participating.</p> <p>06/05/2009 - Fine tune the slo process, encourage students to complete both rounds of testing, and continue to test again in fall 2009.</p>
			<p>01/21/2009 - During the Fall of 2008: 53% of students maintained their lower back and hamstring flexibility. 47% of students increased their lower back and hamstring flexibility.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Older Adult Programs - OAD MOX04 - Healthy Aging - Principles of Posture and Flexibility - Maintain individual level of shoulder flexibility - The students in Older Adult Mobility Through Exercise Yoga classes will at least maintain their individual level of shoulder flexibility (rotator cuff flexibility).</p> <p>Equipment Resources Required: Flex box & measuring tape</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in older adult mobility through exercise yoga classes will take the same class-appropriate flexibility test at two points in a semester (beginning and end). An observer will note each students shoulder flexibility reach to the nearest ¼ inch.</p> <p>Assessment Method Category: Standardized Test</p> <p>Criterion: 50% of the students will at least maintain their individual level of shoulder flexibility reach as noted on record sheets maintained in class by the instructor.</p>	<p>01/29/2010 - During the Fall '09 semester 15% of the students improved their shoulder flexibility, 50% of the students maintained their shoulder flexibility, and 35% decreased their should flexibility.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/05/2009 - During the sping 2009 semester 67% of students enrolled in Yoga increased their shoulder flexibility, 33% maintained and 0% decreased.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>01/21/2009 - During the Fall of 2008: 32% of students maintained shoulder flexibility. 68% of the students increased their shouder flexibility.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>01/29/2010 - Will test again during the Fall 2010 semester and will demonstrate the importance of shoulder flexibility for the students health and well being.</p> <hr/> <p>06/05/2009 - Fine tune slo process, encourage students to complete both rounds of testing, and continue testing again in fall 2009.</p>
	<p>Older Adult Programs - OAD MOX06 - Healthy Aging - Principles of Aquatic Resistance - Maintain level of endurance - The students in Older Adult Mobility Through Exercise Water Exercise classes will keep their bodies moving to at least maintain their level of endurance.</p> <p>Staffing Resources Required:</p>	<p>Assessment Method: All students in older adult MTE Water Exercise classes will take the same class-appropriate endurance test at two points in a semester (beginning and end). An observer will note each students number of laps in 3 minutes. 50% of the students will at least maintain their</p>	<p>06/10/2011 - During the Fall 2010 Semester 67% of the Healthy Aging through aquatic resistance students increased their individual endurance levels, 20% Maintained and 13.3% Decreased their level of endurance.</p> <p>Summary of Data Type: Criterion Met</p>	<p>06/10/2011 - Will continue to test again during the Fall 2011 semester.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>individual level of endurance as noted on individual record cards maintained in class by the instructor.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least maintain their individual levels by semester end as noted on individual record cards maintained in class by the instructor.</p>	<p>Summary of Data Status: Open</p> <hr/> <p>01/29/2010 - During the Fall '09 semester 74% of the students increased their level of endurance, 18% of the students maintained their level of endurance, and 8% decreased their level of endurance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>01/21/2009 - During the Fall 2008: 15% of students decreased their individual level of endurance. 18% of students increased their individual level of endurance.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>12/11/2008 - During the Summer of 2008:</p> <p>85% of students who tested improved their individual level of endurance and 4% of students maintained their level of endurance and 11% indicated a decrease in their individual level of endurance</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>07/18/2008 - During Spring 2008: 63% improved their individual level</p>	<p>01/29/2010 - Will test again during Fall 2010 semester.</p> <hr/> <p>01/21/2009 - Instructor will assess again next semester placing more emphasis on increasing students individual levels of endurance.</p> <hr/> <p>12/11/2008 - Increase student participation in both rotations of testing</p> <p>Demonstrate to students the benefits of their class participation.</p> <p>Fine tune SLO process for this particular course</p> <hr/> <p>The outcome was met</p> <hr/>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>of endurance and 15% of students maintained their level of endurance and 22% indicated a decrease in their level of endurance</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>07/18/2008 - Encourage student participation in testing at both points in the semester. Improve SLO process for this particular course.</p>
			<p>05/16/2008 - During the Fall of 2007, two out of two classes participated.</p> <p>and 27% indicated a decrease in their endurance. While 6% of test participants indicated they at least maintained their endurance. 67% of test participants indicated they improved their endurance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>05/19/2008 - Demonstrate to students the benefits of their class participation Encourage student participation in testing at all 3 points in the semester. Improve SLO process for this course.</p>
	<p>Older Adult Programs - OAD MOX06 - Healthy Aging - Principles of Aquatic Resistance - Core body strength - The students in Older Adult Mobility Through Exercise Water Exercise classes will at least maintain their core body strength.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in MTE Water Exercise classes for older adults will take the same test at two points in a semester (beginning and end). Students will perform abdominal crunches for 1 minute and number of repetitions will be noted by an observer on individual record cards.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least maintain their individual levels by semester end as noted on individual record cards maintained in class by</p>	<p>06/10/2011 - During the Fall 2010 semester 70% of the students in the healthy aging through aquatic resistance class increased their core body strength, 23.3% maintained their core body strength, and .07% decreased their core body strength.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <p>01/29/2010 - During the Fall '09 semester 70% of the students increased their overall core body strength, 12% maintained their core body strength, and 18% decreased</p>	<p>06/10/2011 - Will continue to test students again during the Fall 2011 semester.</p> <p>01/29/2010 - Test again in Fall 2010. Demonstrate the importance of core body strength in the health and well being of the students</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
		the instructor.	<p>their core body strength.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>01/21/2009 - During the Fall 2008: 21% of students decreased their core body strength. 11% of the students maintained their core body strength. 67% of the students increased their core body strength.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>12/11/2008 - During the summer 2008: 73% improved their core body strength, 15% maintained their core body strength and 12% indicated a decrease in core body strength</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>07/18/2008 - During Spring 2008: 82% improved thier core body strength, 11% maintained their core body strength and 7% indicated a decrease in core body strength</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>12/14/2007 - During the Fall of 2007, two out of two classes participated. 44% of test participants indicated a decrease in their core body strength.</p>	<p>participating in the course.</p> <hr/> <p>01/21/2009 - Demonstrate to students benefits of their class participation. Increase student participation in both testing sessions. Fine tune SLO process for this course.</p> <hr/> <p>07/18/2008 - Encourage student participation in testings at both points in the semester. Improve SLO process fro this particular course. The outcome was met</p> <hr/> <p>05/19/2008 - Demonstrate to students the benefits of their class participation Encourage student participation in testing at all 3 points in the semester.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>0% indicated they at least maintained their core body strength. 56% indicated they improved their core body strength.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>Improve SLO process for this course.</p> <hr/>
	<p>Older Adult Programs - OAD MOX11 - Healthy Aging - Fall Prevention: Balance and Mobility - Static Balance - Students in Fall Prevention: Balance and Mobility classes will at least maintain their static balance.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: Students in Fall Prevention: Balance and Mobility class will take two appropriate balance tests at the beginning and end of the semester. Instructor will observe students in the Tandem Stance and record in seconds how long they can maintain their balance.</p> <p>Assessment Method Category: Standardized Test</p> <p>Criterion: 50% of the students will maintain their individual levels of static balance.</p>	<p>04/19/2011 - During the Fall 2010 semester 3% of the Fall prevention students decreased their static balance, 55% maintained their static balance, and 42% increased their static balance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>02/18/2010 - During the Fall '09 semester 50% of the students increased their static balance, 48% maintained their static balance, and 1% decreased their static balance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>04/19/2011 - Will continue to test the students again during the Fall 2011 semester.</p> <hr/> <p>02/18/2010 - Will test again during the Fall 2010 semester.</p>
			<p>06/12/2009 - During the spring 2009 semester 86% of students maintained there static balance, 11% increased, and 3% decreased.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>06/12/2009 - Fine tune the SLO process, encourage students to complete both rounds of testing and continue testing again in Fall 2009.</p> <hr/>
	<p>Older Adult Programs - OAD MOX11</p>			

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Healthy Aging - Fall Prevention: Balance and Mobility - Dynamic Balance - Students in Fall Prevention: Balance and Mobility will at least maintain their dynamic balance.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: Students in Fall Prevention: Balance and mobility classes will take two appropriate balance test at the beginning and end of the semester. Instructor will observe students making a 360 degree turn. Instructor will note observations on record sheets and turn in data at end of semester.</p> <p>Assessment Method Category: Standardized Test</p> <p>Criterion: 50% of students will at least maintain the Dynamic Balance.</p>	<p>04/19/2011 - During the Fall 2010 semester the 0% of the fall prevention students decreased their dynamic balance, 97% maintained their dynamic balance, and 3% of the students increased their dynamic balance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>02/18/2010 - During the Fall '09 semester 53% of the students increased their dynamic balance, 46% maintained their dynamic balance and 0% decreased their dynamic balance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/12/2009 - During the spring 2009 semester 97% of students maintained their dynamic balance, and 3% increased. 0% of the students declined in their dynamic balance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>04/19/2011 - Will continue to test the Fall prevention students again during the Fall 2011 semester.</p> <hr/> <p>02/18/2010 - Will test again during the Fall 2010 semester.</p> <hr/> <p>06/12/2009 - Fine tune SLO process, encourage students to complete both rounds of testing, and continue testing in Fall 2009.</p>
	<p>Older Adult Programs - VOC CPCC - Creative Computing - Graphic Art - The students in Creative computing classes will display their use of graphic art techniques through completion of a class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP</p>	<p>Assessment Method: All students in Creative computing classes will complete a project displaying use of graphic art techniques. The instructor will collect class projects and record evaluation on rubric.</p> <p>Assessment Method Category:</p>	<p>04/19/2011 - During the Fall 2010 semester 23% of creative computing students were advanced in the use of graphics, 23% were proficient, and 54% were emerging.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status:</p>	<p>04/19/2011 - Instructor will work on techniques to improve the students ability to use graphic art.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	faculty to develop and track SLO process Training Resources Required: Faculty SLO training workshop	Other Criterion: 50% of the students will display proficient use of graphic art techniques.	Open <hr/> 02/05/2010 - During the fall '09 semester 205 of students displayed advanced use of graphics, 27% displayed proficient use of graphics, and 53% displayed emerging use of graphics. Summary of Data Type: Criterion Not Met Summary of Data Status: Open <hr/> 07/24/2009 - During the Spring 2009 semester 7% of students were advanced in use of graphics, 36% were proficient in use of graphics, and 57% were emerging in use of graphics. Summary of Data Type: Criterion Not Met Summary of Data Status: Open	02/05/2010 - Will test again during the fall 2010 semester, and emphasize use of graphics associated with creative computing. <hr/> 07/24/2009 - Instructor will put more emphasis in use of graphics and will test again in Fall 2009.
	Older Adult Programs - VOC CPDI - Digital Photography for the Beginner - Image Selection - Students in Digital Photographry for the beginner will display proper image selection techniques through completion of a class project. Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process Training Resources Required: Faculty SLO training workshop	Assessment Method: Instructor will evaluate students class project for proper image selection techniques. All data will be recorded using a rubric. Assessment Method Category: Other Criterion: 50% of students will display proficient image selection techniques through completion of a class project.	04/19/2011 - During the Fall '10 semester 28% of students in digital photography were advanced in proper image selection, 54% were proficient in proper image selection, and 18% were emerging in proper image selection. Summary of Data Type: Criterion Met Summary of Data Status: Open <hr/> 02/18/2010 - During the Fall '09 semester 30% of the students displayed advanced proper image selection, 42% displayed proficient proper image selection, and 25% displayed emerging proper image	04/19/2011 - Will continue to test students again during the Fall 2011 semester. <hr/> 02/18/2010 - Will test again during the Fall 2010 semester.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>selection.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	
	<p>Older Adult Programs - VOC CPDI - Digital Photography for the Beginner - Image Management - Students in digital photography for the beginner will complete a class project that displays students ability for digital image management.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: Instructor will evaluate students class project for proper digital image management. Evaluations will be recorded using a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will display proficient digital imaging management, through completion of a class project.</p>	<p>04/19/2011 - During the Fall 2010 semester 27% of digital photography students were advanced in digital image management, 50% were proficient in digital image management, and 23% of digital photography students were emerging in digital image management.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>04/19/2011 - Will continue to test students during the Fall 2011 semester.</p>
			<p>02/18/2010 - During the Fall '09 semester 32% of the students displayed advanced digital image management, 44% of the students displayed proficient digital image management, and 23% displayed emerging digital image management.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>02/18/2010 - Will continue to test again during the Fall 2010 semester.</p>
	<p>Older Adult Programs - VOC CPNET - Internet Research ? An Introduction - Internet Search - Students in Internet Research - An Introduction will complete a class project displaying the students Internet search techniques.</p> <p>Staffing Resources Required:</p>	<p>Assessment Method: Instructors will evaluate students project for proper Internet search techniques. Evaluations will be recorded on a rubric and turned in at the end of the semester.</p> <p>Assessment Method Category: Other</p>	<p>04/19/2011 - During the Fall 2010 semester 40% of students in internet research were advanced in internet search techniques, 37% were proficient, and 23% were emerging.</p> <p>Summary of Data Type: Criterion Met</p>	<p>04/19/2011 - Will continue to test students again during the Fall 2011 semester.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Criterion: 50% of students will display proficient internet search techniques.</p>	<p>Summary of Data Status: Open</p> <hr/> <p>02/18/2010 - During the Fall '09 semester 28% of the students displayed advanced internet search techniques, 36% of the students displayed proficient internet search techniques, and 34% of the students displayed emerging internet search techniques.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>02/18/2010 - Will test again during the Fall 2010 semester and continue to fine tune the SLO process for this course.</p>
	<p>Older Adult Programs - VOC CPNET - Internet Research ? An Introduction - E-mail management - Students in Internet Research - An Introduction will display through a class project ability to manage e-mails.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: Instructor will evaluate student projects displaying student's ability to manage an e-mail account. Data will be recorded on a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of students will be proficient at displaying their ability to manage an e-mail account.</p>	<p>04/19/2011 - During the Fall 2010 semester 32% of the internet research students were advanced in their ability to manage emails, 40% were proficient, and 28% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>02/18/2010 - During the Fall '09 semester 28% of the students displayed advanced email management, 34% displayed proficient email management, and 36% displayed emerging email management.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>04/19/2011 - Will continue to test students again during the Fall 2011 semester.</p> <hr/> <p>02/18/2010 - Will test again during the Fall 2010 semester and continue to fine tune the SLO process for this course.</p>
	<p>Older Adult Programs - VOC ESD02 - Production of Boutique Craft for Retail Sales - Craft Design/Pattern</p>	<p>Assessment Method: All students in Production of</p>	<p>08/25/2011 - During the spring semester 14% of the students were</p>	

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>making - The students in Production of Boutiques Craft for Retail Sales Classes will demonstrate proper craft design/pattern making through completion of a class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Facultly SLO training workshop</p>	<p>Boutiques Craft for Retail Sales Classes will produce an appropriate class project that demonstrates proper craft design/pattern making. The instructor will evaluate each students project while checking for proper craft design/pattern making and record results on rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficient demonstration of proper craft design/pattern making.</p>	<p>advanced in color mixing technique, 78% were proficient, and 8% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/28/2010 - During the Spring 2010 semester 15% of the students were advanced in craft design/pattern making, 78% were proficient in craft design/pattern making, and 7% were emerging in craft design/pattern making.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>07/24/2009 - During the Spring 2009 semester 26% of the students were advanced in craft design/pattern making, 61% were proficient in craft design/pattern making, and 13% were emerging in craft design/pattern making.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/25/2011 - Will continue to test again during the Spring 2012 semester.</p> <hr/> <p>06/28/2010 - Will continue testing again during the 2011 Spring semester.</p> <hr/> <p>07/24/2009 - Will test again in Spring 2010.</p>
	<p>Older Adult Programs - VOC ESD02 - Production of Boutique Craft for Retail Sales - Proper Tool Care - The students in Production of Boutiques Craft for Retail Sales Classes will demonstrate proper tool care techniques through completion of a class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP</p>	<p>Assessment Method: All students in Production of Boutiques Craft for Retail Sales Classes will produce an appropriate class project that demonstrates proper tool care techniques. The instructor will evaluate each students project while checking for proper tool care techniques and record results on rubric.</p>	<p>08/25/2011 - During the Spring 2011 semester 21% of the students were advanced in brushing techniques, 64% were proficient, and 15% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficient tool care techniques.</p>	<p>06/28/2010 - During the Spring 2010 semester 22% of students were advanced in tool care, 64% were proficient in tool care, and 14% were emerging in tool care.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>07/24/2009 - During the Spring 2009 semester 22% of students were advanced in tool care, 61% were proficient in tool care, and 17% were emerging in tool care.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>06/28/2010 - Will test again during the 2011 spring semester.</p> <hr/> <p>07/24/2009 - Will test again in Spring 2010.</p>
	<p>Older Adult Programs - VOC ESD07 - Handcrafted Needlework for Retail Sales and Boutiques - Proper needlework technique - The students in Handcrafted Needlework for Retail Sales and Boutiques Classes will demonstrate proper needlework techniques through completion of a class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in Handcrafted Needlework for Retail Sales and Boutiques Classes will produce an appropriate class project that demonstrates proper needlework techniques. The instructor will evaluate each students project while checking for proper needlework techniques.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficient demonstration of proper needlework techniques.</p>	<p>10/05/2010 - During the Spring 2010 semester 23% of the students showed advanced needlework technique, 48% showed proficient needlework technique, and 29% showed emerging needlework technique.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>10/05/2010 - Will continue to test students again during the Spring 2011 semester.</p>
	<p>Older Adult Programs - VOC ESD07 - Handcrafted Needlework for Retail Sales and Boutiques - Proper Yarn selection - The students in Handcrafted Needlework for Retail</p>	<p>Assessment Method: All students in Handcrafted Needlework for Retail Sales and Boutiques Classes will produce an</p>	<p>10/05/2010 - During the Spring 2010 semester 14% of the students showed advanced yarn selection for garments, 22% showed proficient</p>	<p>10/05/2010 - Will test students again during the Spring 2011 semester. Instructor will emphasize importance of appropriate yarn</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Sales and Boutiques Classes will demonstrate proper yarn selection for garments through completion of a class project</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>appropriate class project that demonstrates proper yarn selection for garments. The instructor will evaluate each students project while checking for proper yarn selection and record results on a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficient ability for yarn selection techniques.</p>	<p>yarn selection, and 64% showed emerging yarn selection through the completion of the class projects.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p>	<p>selection for garments.</p>
	<p>Older Adult Programs - VOC ESD08 - Jewelry Production and Design for Retail Sales - Proper wire wrapping techniques - The students in Jewelry production and Design for Retail Sales Classes will demonstrate proper wire wrapping techniques through personal class projects.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in Jewelry production and Design for Retail Sales Classes will demonstrate proper wire wrapping techniques through personal class projects. The instructor will evaluate each students project while checking for proper wire wrapping techniques and record results on a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficiency in wire wrapping techniques.</p>	<p>08/25/2011 - During the spring 2011 semester 90% of the students were advanced in wire wrapping techniques, 10% were proficient, while 0% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/25/2011 - Will continue to test again during the Spring 2012 semester.</p>
			<p>06/28/2010 - During the spring semester 2010 86% of students were advanced in wire wrapping techniques, 14% were proficient in wire wrapping techniques.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>06/28/2010 - Will test again during the Spring 2011 semester.</p>
			<p>07/24/2009 - During the spring semester 2009 88% of students were advanced in wire wrapping techniques, 12% were proficient in wire wrapping techniques.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status:</p>	<p>07/24/2009 - Will test again in Spring 2010.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			Open	
	<p>Older Adult Programs - VOC ESD08 - Jewelry Production and Design for Retail Sales - Proper equipment maintenance - The students in Jewelry production and Design for Retail Sales Classes will illustrate proper equipment maintenance used in jewelry making through completion of personal class project.</p> <p>Staffing Resources Required: Non-teaching for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in Jewelry production and Design for Retail Sales Classes will illustrate proper equipment maintenance used in jewelry making through completion of personal class project. The instructor will evaluate each students project while checking for proper equipment maintenance and record results on rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficient equipment maintenance skills.</p>	<p>08/25/2011 - During the Spring 2011 semester 97% of the students were advanced in proper equipment maintenance, 3% were proficient, and 0% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/28/2010 - During the spring 2010 semester 83% of students were advanced in proper equipment maintenance, 17% were proficient in proper equipment maintenance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>07/24/2009 - During the spring 2009 semester 88% of students were advanced in proper equipment maintenance, 12% were proficient in proper equipment maintenance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p> <hr/> <p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p> <hr/> <p>06/28/2010 - Will test again during the Spring 2011 semester.</p> <hr/> <p>07/24/2009 - Will test again in Spring 2010.</p>
	<p>Older Adult Programs - VOC ESD09 - Sewing and Design - Proper pattern drafting - The students in Sewing and Design classes will demonstrate proper pattern drafting through an individual class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP</p>	<p>Assessment Method: All students in Sewing and Design Classes will produce an appropriate class project that demonstrates proper pattern drafting. Instructors will record results on rubric.</p> <p>Assessment Method Category: Other</p>	<p>08/25/2011 - During the spring 2011 semester 40% of the students were advanced in proper pattern drafting, 48% were proficient, and 12% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status:</p>	<p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	faculty to develop and track SLO process Training Resources Required: Faculty SLO training workshop	Criterion: 65% of the students will at least display proficiency in proper pattern drafting.	Open <hr/> 10/05/2010 - During the Spring 2010 semester 59% of the students demonstrated advanced pattern drafting, 36% of the students were proficient, and 5% were emerging in pattern drafting through completion of class projects. Summary of Data Type: Criterion Met Summary of Data Status: Open	10/05/2010 - Will continue to test students again during the Spring 2011 semester.
	Older Adult Programs - VOC ESD09 - Sewing and Design - Proper Tool Care - The students in Sewing and Design classes will demonstrate proper tool care through a personal class project. Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process Training Resources Required: Faculty SLO training workshop	Assessment Method: All students in Sewing and Design Classes will produce an appropriate class project that demonstrates proper tool care. The instructor will evaluate each students project while checking for proper tool care and record results on rubric. Assessment Method Category: Other Criterion: 65% of the students will at least display proficiency in tool care.	08/25/2011 - During the spring 2011 semester 68% of the students were advanced in proper tool care, 32% were proficient, and 0% were emerging. Summary of Data Type: Criterion Met Summary of Data Status: Open	08/25/2011 - Will continue to test again during the spring 2012 semester.
	Older Adult Programs - VOC ESD10 - Beginning Decorate Art Production for Retails Sales - Ability to mix colors - The students in Beginning Decorative Art Production for Retail Sales Classes will demonstrate ability to mix colors through	Assessment Method: All students in Beginning Decorative Art Production for Retail Sales Classes will produce an appropriate class project that demonstrates ability to mix colors. The instructor	10/05/2010 - During the Spring 2010 semester 59% of students demonstrated advanced tool care, 36% demonstrated proficient tool care, and 5% demonstrated emerging tool care. Summary of Data Type: Criterion Met Summary of Data Status: Open	10/05/2010 - Will continue to test students again during the Spring 2011 semester.
	Older Adult Programs - VOC ESD10 - Beginning Decorate Art Production for Retails Sales - Ability to mix colors - The students in Beginning Decorative Art Production for Retail Sales Classes will demonstrate ability to mix colors through	Assessment Method: All students in Beginning Decorative Art Production for Retail Sales Classes will produce an appropriate class project that demonstrates ability to mix colors. The instructor	08/25/2011 - During the spring 2011 semester 28% of the students were advanced in color mixing technique, 53% were proficient, while 19% were emerging. Summary of Data Type:	08/25/2011 - Will continue to test again during the spring 2012 semester.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>completion of a class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>will evaluate each students project while checking for ability to properly mix colors and record results on a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficient ability to properly mix colors.</p>	<p>Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/28/2010 - During the Spring semester 2010 in Beginning Decorative Art Production for Retail Sales classes 26% of students were advanced in Color mixing technique. 49% were proficient in Color mixing technique. 25% of students were emerging in Color mixing technique.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>05/26/2009 - During the Spring semester 2009 in Beginning Decorative Art Production for Retail Sales classes 31% of students were advanced in Color mixing technique. 42% were proficient in Color mixing technique. 27% of students were emerging in Color mixing technique.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>06/28/2010 - Will test again during Spring 2011 semester.</p> <hr/> <p>05/26/2009 - Fine tune SLO's and continue testing in Spring 2010</p>
	<p>Older Adult Programs - VOC ESD10 - Beginning Decorate Art Production for Retails Sales - Proper brushing technique - The students in Beginning Decorative Art Production for Retail Sales Classes will demonstrate proper brushing techniques through completion of a class project</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO</p>	<p>Assessment Method: All students in Craft Painting for Business Opportunities Classes will produce an appropriate class project that demonstrates proper brushing techniques. The instructor will evaluate each students project while checking for proper brushing techniques and record results on a rubric.</p> <p>Assessment Method Category: Other</p>	<p>08/25/2011 - During the spring 2011 semester 29% of the students were advanced in brushing techniques, 53% were proficient, and 18% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/28/2010 - During the Spring semester 2010 in Beginning</p>	<p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Criterion: 50% of the students will at least display proficient brushing techniques.</p>	<p>Decorative Art Production for Retail Sales Classes 22% of the students showed emerging brush stroke technique, 58% showed proficient brush stroke technique, and 20% showed advanced brush stroke technique.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>05/26/2009 - During the Spring semester 2009 in Beginning Decorative Art Production for Retail Sales Classes 27% of the students showed emerging brush stroke technique, 31% showed proficient brush stroke technique, and 42% showed advanced brush stroke technique.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>06/28/2010 - Will test again during the Spring 2011 semester.</p> <hr/>
	<p>Older Adult Programs - VOC ESD11 - Intermediate Decorative Art Production for Retail Sales - Proper Color Mixing - The students in Intermediate Decorative Art Production for Retail Sales Classes will demonstrate ability to mix colors through completion of a class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in Intermediate Decorative Art Production for Retail Sales Classes will produce an appropriate class project that demonstrates ability to mix colors. The instructor will evaluate each students project while checking for ability to properly mix colors and record results on a rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficient ability to properly mix colors.</p>	<p>08/25/2011 - During the spring 2011 semester 26% of the students were advanced in color mixing technique, 59% were proficient, while 15% were emerging.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>06/28/2010 - During the spring 2010 semester 15% of students were advanced in color mixing, 57% were proficient in color mixing and 26% were emerging in color mixing.</p> <p>Summary of Data Type:</p>	<p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p> <hr/> <p>06/28/2010 - Will test again during Spring semester 2011.</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>Criterion Met Summary of Data Status: Open</p> <hr/> <p>07/24/2009 - During the spring 2009 semester 11% of students were advanced in color mixing, 71% were proficient in color mixing and 18% were emerging in color mixing.</p> <p>Summary of Data Type: Criterion Met Summary of Data Status: Open</p>	<p>07/24/2009 - Will test again in Spring 2010.</p> <hr/>
	<p>Older Adult Programs - VOC ESD11 - Intermediate Decorative Art Production for Retail Sales - Proper Brushing Techniques - The students in Intermediate Decorative Art Production for Retail Sales Classes will demonstrate proper brushing techniques through completion of a class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in Intermediate Decorative Art Production for Retail Sales Classes will produce an appropriate class project that demonstrates proper brushing techniques. The instructor will evaluate each students project while checking for proper brushing techniques and record results on rubric.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficient brushing techniques.</p>	<p>08/25/2011 - During the spring 2011 semester 18% of the students were advanced in brushing techniques, 61% were proficient, while 21% were emerging.</p> <p>Summary of Data Type: Criterion Met Summary of Data Status: Open</p> <hr/> <p>06/28/2010 - During the Spring 2010 semester 17% of students were advanced in brushing techniques, 55% were proficient in brushing techniques, and 28% were emerging in brushing techniques.</p> <p>Summary of Data Type: Criterion Met Summary of Data Status: Open</p>	<p>08/25/2011 - Will continue to test again during the spring 2012 semester.</p> <hr/> <p>06/28/2010 - Will test again during the Spring 2011 semester.</p> <hr/>
			<p>07/24/2009 - During the Spring 2009 semester 11% of students were advanced in brushing techniques, 71% were proficient in brushing techniques, and 18% were emerging in brushing techniques.</p> <p>Summary of Data Type:</p>	<p>07/24/2009 - Will test again in Spring 2010.</p> <hr/>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			<p>Criterion Met</p> <p>Summary of Data Status: Open</p>	
	<p>Older Adult Programs - VOC ESD15 - Jewelry/Lapidary Production Design - Jewelry Design - The students in Jewelry/Lapidary Production Design Classes will demonstrate proper jewelry design through personal class projects.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>Assessment Method: All students in Jewelry/Lapidary Classes will demonstrate proper jewelry design through personal class projects. The instructor will evaluate each students project while checking for proper jewelry design applicable to class project.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficiency in jewelry design techniques.</p>	<p>08/25/2011 - During the Spring 2011 semester 8% of the students were advanced in Jewelry Design, 24% were Proficient, and 68% were emerging.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>10/05/2010 - During the spring 2010 semester 0% of the students demonstrated advanced jewelry design, 64% demonstrated proficient jewelry design, and 36% demonstrated emerging jewelry design.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>07/24/2009 - During the spring 2009 semester 17% of students were advanced in jewelry design, 33% were proficient in jewelry design, and 50% were emerging in jewelry design.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>08/25/2011 - Will continue to test the students again during the Spring 2012 semester. The instructor will focus more on Jewelry design and give individual help to students that are emerging.</p> <hr/> <p>10/05/2010 - Will continue testing students again during the Spring 2011 semester.</p> <hr/> <p>07/24/2009 - Will continue testing again in Spring 2010.</p>
	<p>Older Adult Programs - VOC ESD15 - Jewelry/Lapidary Production Design - Equipment Maintenance - The students in Jewelry/Lapidary</p>	<p>Assessment Method: All students in Jewelry/Lapidary Classes will illustrate proper equipment maintenance used in</p>	<p>08/25/2011 - During the Spring 2011 semester 12% of the students were advanced in proper equipment maintenance, 28% were proficient,</p>	<p>08/25/2011 - Will continue to test students again during the Spring 2012 semester. Instructor will focus on proper equipment maintenance</p>

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	<p>Classes will illustrate proper equipment maintenance used in jewelry making through completion of personal class project.</p> <p>Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process</p> <p>Training Resources Required: Faculty SLO training workshop</p>	<p>jewelry making through completion of personal class project. The instructor will evaluate each students project while checking for proper equipment maintenance.</p> <p>Assessment Method Category: Other</p> <p>Criterion: 50% of the students will at least display proficient equipment maintenance skills.</p>	<p>and 60% were emerging.</p> <p>Summary of Data Type: Criterion Not Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>10/05/2010 - During the Spring 2010 semester 0% of the students showed advanced equipment maintenance, 72% showed proficient equipment maintenance, and 28% showed emerging equipment maintenance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p> <hr/> <p>07/24/2009 - During the Spring 2009 semester 25% of students were advanced in proper equipment maintenance, 25% were proficient in proper equipment maintenance, and 50% were emerging in proper equipment maintenance.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Open</p>	<p>and give example of what happens when equipment isn't properly maintained.</p> <hr/> <p>10/05/2010 - Will continue testing students again during the Spring 2011 semester.</p> <hr/> <p>07/24/2009 - Will test again in Spring 2010.</p>